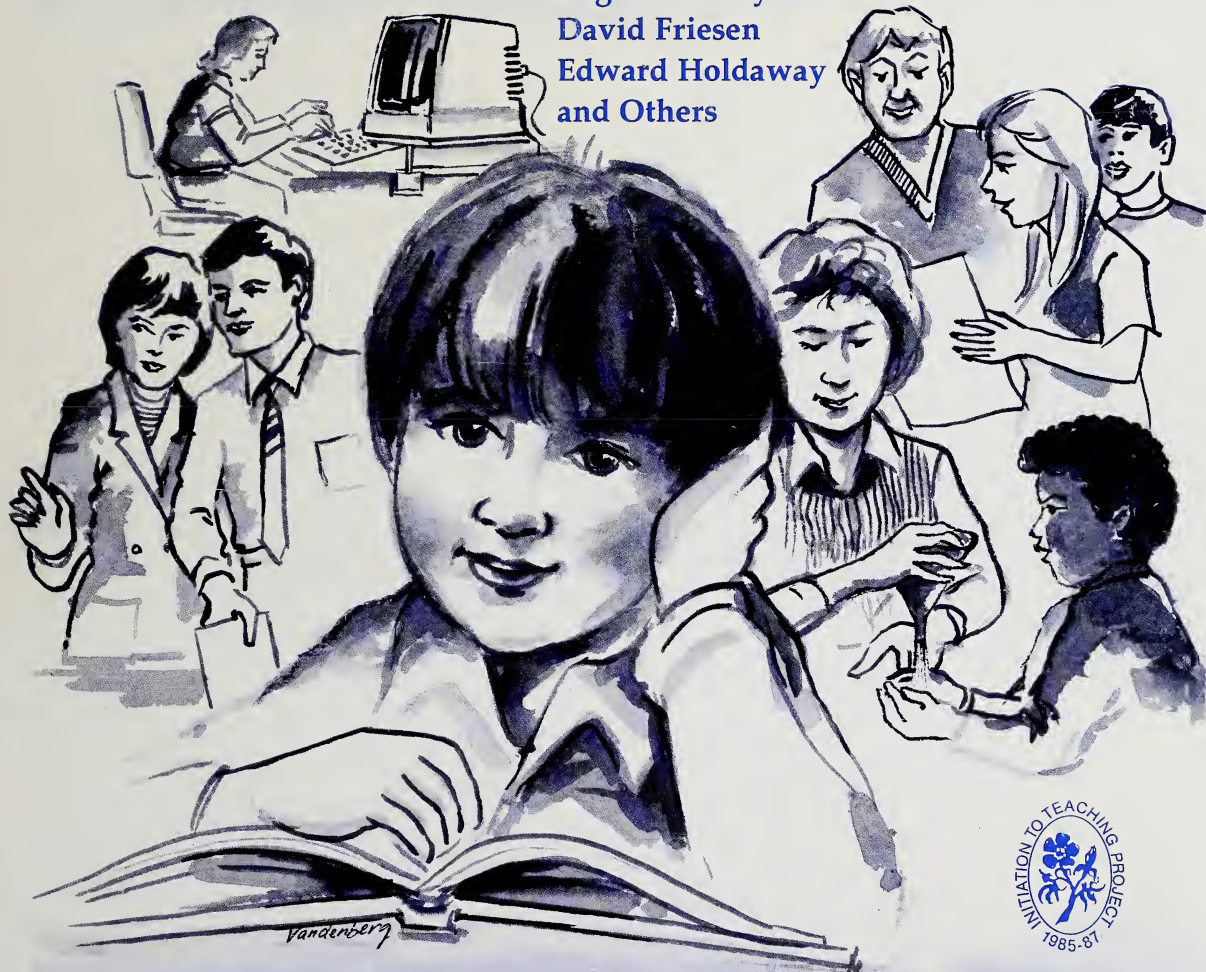


Evaluation of the Initiation to Teaching Project

Eugene Ratsoy
David Friesen
Edward Holdaway
and Others



Alberta
EDUCATION

Technical Report Vol. 2

EVALUATION OF THE INITIATION TO TEACHING PROJECT

TECHNICAL REPORT

VOLUME 2

Principal Investigators

Eugene Ratsoy	Project Director University of Alberta
David Friesen	University of Alberta
Edward Holdaway	University of Alberta

Associate Investigators

Chester Bumbarger	University of Alberta
France Levasseur-Ouimet	University of Alberta
Allister MacKay	University of Alberta
Claudette Tardif	University of Alberta
Alice Boberg	University of Calgary
Taylor Johnson	University of Calgary
Wally Unruh	University of Calgary
Myrna Greene	University of Lethbridge
Frank Sovka	University of Lethbridge

Under Contract to Alberta Education, Edmonton, Alberta

May 1987



Digitized by the Internet Archive
in 2015

<https://archive.org/details/evaluationofinit02rats>

ACKNOWLEDGEMENTS

Members of the research team are grateful for the cooperation they received from numerous individuals and organizations throughout the two-year period of the evaluation of Alberta's Initiation to Teaching Project.

In particular, some 6,000 educators in Alberta participated in the evaluation by completing questionnaires, participating in interviews, offering helpful suggestions or being involved in classroom observations. Among the respondents were deans, professors and students in Faculties of Education and Faculte Saint-Jean at the Universities of Alberta, Calgary, and Lethbridge; Alberta school superintendents; principals, teachers, supervising teachers and interns at participating Alberta public, separate, private and Early Childhood Services schools; executive officers and elected officials of the Alberta Catholic School Trustees' Association, the Alberta Teachers' Association, the Alberta School Trustees' Association, the Conference of Alberta School Superintendents, the Council of Catholic School Superintendents of Alberta and the Federation of Alberta Home and School Associations; selected representatives of professional associations in Alberta; and members of Regional Offices of Alberta Education.

Several individuals merit mention for their central involvement in the project and its evaluation. These include Dr. Reno Bosetti, Deputy Minister, Alberta Education; Dr. Al Craig, Deputy Minister, Alberta Career Development and Employment; Dr. Henry Kolesar, former Deputy Minister, Alberta Advanced Education; Mr. David King, former Alberta Minister of Education; and Dr. Myer Horowitz, President, University of Alberta.

Among those whom we wish to acknowledge are the members of the Steering Committee of the Initiation to Teaching Project as well as the alternates who represented them at some of the meetings. We thank them for their helpful suggestions. The members and the associations they represent are as follows:

Dr. Melvin Fenske, Steering Committee Chairman, Alberta Education
Ms. Jenny Bain, Alberta Career Development and Employment
Dr. Jean-Antoine Bour, University of Alberta
Dr. Julius Buski, Alberta Teachers' Association
Mr. Dale Erickson, Alberta School Trustees' Association
Mr. Gary Kiernan, Conference of Alberta School Superintendents

Dr. John Oster, University of Alberta
Mr. Ken Penner, Association of Independent Schools and Colleges
Ms. Victoria Powluk, Student Representative, University of Alberta
Dr. Nancy Sheehan and Dr. Frank Oliva, University of Calgary
Mr. Andy Stojak, Alberta Advanced Education.

Special mention is made of three individuals who were centrally involved in the study. We express our thanks for the sincere interest, helpful support and advice provided by the members of the technical advisory committee: Dr. Tom Gee, Director of the Initiation to Teaching Project, Dr. Clarence Rhodes, 1985-86 representative on the technical advisory committee, and Dr. Nelly McEwen, 1986-87 representative on this committee.

Mr. Neil Johnson, Ph.D. student in Educational Administration at the University of Alberta, provided valuable research assistance in preparing a draft of the literature review about internships in education and other professions. In addition, he provided valuable editorial assistance with the final reports. The research team wishes to record its appreciation for these contributions.

For agreeing at short notice to participate in the training sessions and data collection associated with the classroom observation phase, we are grateful to Mrs. Barbara Baer Pillay, Mr. Carl Berdahl, Dr. Cathy Campbell, Mrs. Lois Duke, Dr. Darlene Elliott, Mrs. Linda Elliott, Mr. John Fisher, Dr. Mel Fisher, Mr. Paul Hawryluk, Mrs. Wenda Fraser-Housego, Mrs. Susan Hancock, Mr. Blair Hanna, Mr. Ed Mickelson, Dr. Allan Montgomery, Mr. Jack Ricord, Dr. Ottolene Ricord and Dr. Lloyd Steier.

For assistance with data transfer and analysis we express sincere thanks to Mrs. Christiane Prokop, Programmer/Analyst in the Department of Educational Administration at the University of Alberta. Finally, for administering detailed aspects of the study over the two-year period at the University of Alberta's Department of Educational Administration, including financial management and word processing, we are extremely grateful to Mrs. Margaret Voice.

ABSTRACT OF THE FINAL REPORT

In September 1985 a large-scale teacher internship project was implemented in schools in Alberta. During each of the 1985-86 and 1986-87 school years, this Initiation to Teaching Project provided nearly 900 recent graduates of university teacher preparation programs with employment as interns. Funding was provided by Alberta Education, Alberta Career Development and Employment, and school systems. The general purposes of this two-year program were to provide employment in teaching for recently graduated teachers who might otherwise be unemployed or underemployed, and to assess the utility of a year-long program in which the transition from university student to full-time teacher was undertaken more gradually and with more professional assistance than is usually the case with beginning teachers.

The Alberta Initiation to Teaching Project was evaluated extensively by a research team of 12 professors from the Universities of Alberta, Calgary and Lethbridge. This evaluation consisted of many elements: a literature review; the collection of information about internships in other professions; interviews with professors, in-school staff members and representatives of major educational organizations; questionnaires completed by professors, senior education students, beginning teachers, interns, supervising teachers, principals and superintendents; observation and coding of the teaching behavior of beginning teachers and interns; reports by superintendents and by consultants in regional offices of education; and analysis and assessment of this large volume of information. Recommendations for improving the program in its second year were made in June 1986; recommendations for future development of the teacher internship are made in the final evaluation report.

The evaluation revealed that the internship year facilitates the student-to-teacher transition. The numerous positive features and the strong support for the continuation of an internship program by virtually all major educational groups far outweighed the several negative features. Direct benefits, usually not available to beginning teachers, were experienced by interns. Benefits also accrued to supervising teachers, to students and to the schools in which the interns were employed.

The respondent groups expressed overall support for the four specific purposes of the internship program: the refinement of teaching skills of interns, the assessment of the interns' suitability for placement, the development of professional relationships by interns, and the further development of professional skills of supervising teachers.

The review of practices in other countries and other professions revealed strong support in many Western countries for the introduction of a structured and well-planned entry year for beginning teachers to replace the typical "quick-immersion, sink-or-swim" approach to induction with its many negative consequences. Most professions have an introductory period and have found it to be beneficial for their interns, their profession and their clients.

Based on the evaluation of the 1985-87 Alberta Initiation to Teaching Project, the literature and research on teacher induction, and the experience of other professions, the following course of action is strongly recommended:

That, by September 1990, every beginning teacher--that is, one who has completed the university teacher preparation program and has never been employed on a regular, full-time contract--be required to complete successfully an approved internship, to be known as a "Teacher Residency Program" for "Resident Teachers." The program would have these central features:

1. length of residency to be an entire school year;
2. programs for resident teachers to be developed by each school jurisdiction in accordance with provincial regulations and guidelines;
3. resident teachers to be employed only in schools which are approved on the basis of their ability to offer suitable programs for resident teachers;
4. emphasis to be placed upon effective teaching and classroom management;
5. supplementary experiences to be organized to allow the resident teacher to become familiar with the teacher's role, the operations of a school throughout the year, and student development during a school year;
6. teaching load to be substantially less than that of a full-time teacher at the beginning of the school year but to increase during the year;

7. supportive supervision with emphasis on formative evaluation and regular feedback to be provided by a trained team of support teachers, one of whom should be designated "Residency Advisor";
8. privileges enjoyed by other teachers to be extended also to resident teachers with respect to benefits, certification and re-employment, except that their salary should be in the order of four-fifths of that of beginning teachers; and
9. a "Teacher Residency Board" to be established as an independent authority with responsibility for designing the program, for developing regulations and guidelines, for approving schools in which resident teachers may be employed, for developing evaluation criteria and standards for successful completion of the Teacher Residency Program, and for overall direction and monitoring of the program; this board would be composed of representatives of the major educational organizations in the province.

In recognition of the need for extensive consultation and planning prior to the implementation of the proposed mandatory Teacher Residency Program in September 1990, the following interim measures are recommended:

That, by September 1988, every beginning teacher be required to participate in a year-long induction program that provides for a reduced teaching load and appropriate, skilled supervision; this would serve as a phasing-in period for the Teacher Residency Program described in the major recommendation.

That, during the two-year period 1988-90, regulations and guidelines be developed for the Teacher Residency Program based on the findings of this study and on the experience with the beginning teacher induction program.

To implement the major recommendation and the proposed interim measures, additional resources would be required to provide release time for resident teachers, support teachers and resource personnel, and to finance in-service activities for these three categories of personnel. In view of the benefits to all parties involved, the sources and amounts of these additional resources should be jointly determined by the major educational organizations in the province.

Alberta has a history of leadership in educational innovation. Another initiative, this time in teacher preparation, is now needed. The introduction of the Teacher Residency Program would enable teaching to join other professions in requiring a properly organized transitional experience for the graduates of its university preparation programs, thereby facilitating their entry into full-time professional practice. Adoption of the measures proposed would be in keeping with current views on teacher preparation and should enhance the provision of education throughout Alberta.

TABLE OF CONTENTS*

Chapter		Page
1	INTRODUCTION TO THE TECHNICAL REPORT	1
2	INTERVIEWS WITH STAKEHOLDERS	11
3	INTERVIEWS IN SCHOOLS	57
4	INTERVIEWS DURING CLASSROOM OBSERVATIONS . .	155
5	SURVEY OF SUPERINTENDENTS	215
6	SURVEY OF SCHOOL-BASED PERSONNEL	265
7	SURVEY OF FACULTY OF EDUCATION PROFESSORS	355
8	SURVEY OF FACULTY OF EDUCATION SENIOR STUDENTS	411
9	REPORTS FROM SCHOOL JURISDICTIONS	485
10	CLASSROOM OBSERVATION STUDY	507

*Each chapter in this report begins with a detailed Table of Contents and List of Tables.

CHAPTER 1

INTRODUCTION TO THE TECHNICAL REPORT

TABLE OF CONTENTS

	Page
Purposes and Procedures of the Study	5
Objectives of the Initiation to Teaching Project . . .	6
Funding Arrangements for the Initiation to Teaching Project	6
Major Characteristics of the Initiation to Teaching Project	6
Specific Objectives Associated with the Evaluation	7
Evaluation Reports	8
Volume 1	8
Volume 2	8

INTRODUCTION TO THE TECHNICAL REPORT

On the 22nd of April 1985, the Minister of Education for Alberta announced a two-year \$28,000,000 experiment in the internship for teachers which was entitled the Initiation to Teaching Project. This large-scale pilot endeavor in teacher preparation commenced in September 1985, at a time when the supply of teachers in the Province had substantially outpaced the demand. The lead time from introduction by the Minister of Education to full implementation some four months later was short. Provision was made for placing up to 900 interns each year in Alberta's public, separate, private and Early Childhood Services schools. The actual figures, counting many who served part-year rather than full-year internships, reached 899 in the first year and was 889 on May 5 of the second year. Lead time for mounting a comprehensive evaluation of this project was even shorter. Nevertheless, an evaluation component of a scale seldom associated with such programs was built into the project.

Purposes and Procedures of the Study

The multi-faceted study of the two-year Initiation to Teaching Project, commissioned by Alberta Education in October 1985, was conducted by a research team of professors of education from all three Alberta universities which grant Education degrees: the University of Alberta, including Faculté Saint-Jean, the University of Calgary and the University of Lethbridge. In addition, some 18 educators were specially trained to collect classroom data for the study. Over the two-year period, approximately 6,000 individuals provided detailed information for the evaluation.

Data were collected by surveying the extensive literature in this field, by direct observations of interns and beginning teachers in classrooms throughout the Province, and by in-depth interviews both of those involved in the preparation of other professionals and of large samples of individuals participating in or affected by Alberta's teacher internship program. In addition, an even larger number of those directly involved in a variety of ways in this endeavor provided information about or reactions to various aspects of the program by means of questionnaires. Content and statistical analyses of the large amounts of data collected were employed. This permitted the results to be presented in tabular as well as textual form.

Objectives of the Initiation to Teaching Project

A major objective of the Initiation to Teaching Project (ITP) was to facilitate the transition from student to professional teacher by assisting the beginning teacher in acquiring skills, competencies and professional attitudes with the help of capable and experienced teachers and supervisors. Another objective was to provide employment for beginning teachers who could not find teaching positions in a period of teacher oversupply in Alberta.

The official purposes of the ITP were to be attained in a structured and supportive environment providing for the following:

1. refinement of teaching skills;
2. development of professional relationships;
3. assessment of the intern's suitability for placement;
4. assessment of the effectiveness of internship as a means to improve teaching competency; and
5. further development of the professional skills of supervising teachers.

Funding Arrangements for the Initiation to Teaching Project

Funding for the Alberta internship program came from several sources. Alberta Career Development and Employment provided \$7,800 per intern and Alberta Education added \$5,460 and a benefits package of \$750. Employing jurisdictions, including school divisions, counties, public and separate school districts, and private schools, provided \$2,340 for each intern. An additional \$1,000 per intern was made available by Alberta Career Development and Employment for use in financing professional development activities. The salary for a full ten-month internship was set at \$15,600 and this amount was prorated for internships of a shorter duration.

Major Characteristics of the Initiation to Teaching Project

Because the ITP was an experiment in teaching internships, considerable flexibility was permitted in the program. Department of Education guidelines, a Provincial Steering Committee for the project and for its evaluation, and the appointment by Alberta Education of a full-time Director of the Initiation to Teaching Project by Alberta Education helped to achieve some measure of uniformity in

practices throughout Alberta. The guiding characteristics for the project were the following:

- Participation in the ITP was optional for beginning teachers and for employing school jurisdictions.
- Each internship was to be ten months in length and nonrenewable; however, many internships were of shorter duration.
- Interns were not to be employed as substitute teachers, teacher aides or regular teachers.
- Individual school jurisdictions were responsible for recruitment, hiring, placement, induction programs, supervision and evaluation.
- Programs were expected to ensure a gradual increase of teaching responsibility for the intern.
- The supervising teacher was expected to provide supervisory assistance as required.
- A written assessment was to be provided to the intern at the conclusion of the internship.
- A set of Alberta Education guidelines governing various aspects of the internship program was supplied to each participating school jurisdiction.

Specific Objectives Associated with the Evaluation

The evaluation study had two main purposes: (1) to provide a formative evaluation of the Alberta Initiation to Teaching Project in its first year of operation which would serve as the basis for proposing changes for the second year of the project, and (2) to provide a summative evaluation of the entire project and its various components so that a decision to discontinue the project after two years or to give it continuing program status might be made. The second purpose also involved making recommendations for changes in the program.

To achieve these two purposes, four questions concerning each purpose were to be answered. These questions related first, to identifying intentions for the project and recording observations of project activities, in order to provide descriptive information about the internships; and second, assessing the appropriateness of various elements of the project and determining their effectiveness in achieving the intentions, in order to provide judgemental information.

Specifically, the terms of reference for the evaluation of the project proposed two foci for the evaluation: (1) the project outcomes or ends sought in the form of impacts or effects "on interns, participating teachers and administrators as well as on various levels of government and institutions throughout the province"; and (2) the

components which comprise the project, or means employed to accomplish the ends, that is, "the structures and processes developed and employed provincially and locally and the associated conditions, principles and guidelines."

Evaluation Reports

Over the course of two years, numerous meetings of the research team were held to devise detailed plans for the evaluation. The various research strategies involved, as well as the findings of the many study components, are detailed in Volumes 1 2 of the Evaluation of the Initiation to Teaching Project: Technical Report, each volume containing 10 chapters and together summarizing 23 interim reports. The contents of the two volumes of the Technical Report are as follows:

Volume 1 (A report of findings primarily from the 1985-86 phase of the evaluation)

- 1 Introduction to the Technical Report
- 2 Internships in Teaching and Other Professions
- 3 Internship Practices in Other Professions
- 4 Interviews with Stakeholders
- 5 Interviews in Schools
- 6 Interviews During Classroom Observations
- 7 Survey of Superintendents
- 8 Survey of School-Based Personnel
- 9 Surveys and Interviews of Faculty of Education Professors and Senior Students
- 10 Interim Recommendations Based on the 1985-86 Phase of the Initiation to Teaching Project

Volume 2 (A report of findings primarily from the 1986-87 phase of the evaluation)

- 1 Introduction to the Technical Report
- 2 Interviews with Stakeholders
- 3 Interviews in Schools
- 4 Interviews During Classroom Observations
- 5 Survey of Superintendents
- 6 Survey of School-Based Personnel
- 7 Survey of Faculty of Education Professors
- 8 Survey of Faculty of Education Senior Students
- 9 Reports from School Jurisdictions
- 10 Classroom Observation Study

Following the first phase of evaluation, but before the end of the first year of the program, a list of recommendations was presented to the Director and the Steering Committee of the Initiation to Teaching Project. These recommendations appear in the final chapter of

Technical Report Volume 1, as well as in the Final Report and the Summary Report.

The first year data, presented mainly in Volume 1 of the Technical Report, although important in their own right, primarily served the purpose of sensitizing the research team to many of the issues involved in the operation of the internship program. The design and foci of the second year's evaluation were developed largely from the findings of the first year of the evaluation. For example, there was a strong emphasis in the second year on various policy matters that were identified in the first year. These policy matters are explored primarily in Technical Report Volume 2. The longitudinal classroom study, mentioned early in this chapter, spanned both years of the study. The report on it also appears in Technical Report Volume 2.

The Technical Report and the interim reports on which it is based served as the data sources for the report entitled, Evaluation of the Initiation to Teaching Project: Final Report. The Final Report, in addition to summarizing this large-scale study and its findings, also presents recommendations based on the two-year evaluation. A shortened version, prepared for wider distribution, is entitled Evaluation of the Initiation to Teaching Project: Summary Report.

CHAPTER 2

INTERVIEWS WITH STAKEHOLDERS

TABLE OF CONTENTS

	Page
Methodology	17
Results	19
Future of the Internship Program	19
Certification	21
Salary	21
Salary Credit	21
Establishment of Policy and Guidelines	23
Administration of Internship	23
Length of Internship	23
Teaching Load	25
Internship Activities	25
Supervision of Interns	28
Feedback and Evaluation	28
Supervising Teachers	31
Overall Value of Internship	34
Summary	37
Conclusions	38
Appendix. Evaluation of the Initiation to Teaching (Internship) Project Interview Guide	41

LIST OF TABLES

Table		Page
2.1	Extent of Agreement with Policy Alternatives	20
2.2	Extent of Agreement with Alternatives for Permanent Certification	22
2.3	Preferences about Degrees of Responsibility of Stakeholder Organizations in Developing Internship Policy and Guidelines	24
2.4	Preferences about Degrees of Responsibility of Stakeholder Organizations in Administering the Internship	24
2.5	Extent of Agreement about Activities in Which Interns Should Participate	26
2.6	Extent of Agreement with Approaches to Supervision of Interns	29
2.7	Preferences about Extent of Involvement of Different Personnel in Formal Evaluation of Interns	30
2.8	Extent of Agreement with Possible Provincial Guidelines about Supervising Teachers	32
2.9	Preferences about the Extent of Involvement of Individuals or Organizations in Selection of Supervising Teachers	33

INTERVIEWS WITH STAKEHOLDERS

This chapter reports on the interview approach that was used with stakeholders and presents the results, comments and general conclusions derived from the interviews.

Methodology

During October, November and December 1986, semi-structured interviews were conducted by members of the evaluation team with the following 19 representatives of institutions, organizations, associations, and departments with central interests in the Initiation to Teaching (Internship) Project:

Dr. R. A. Bosetti	Deputy Minister Alberta Education
Dr. H. Kolesar	Deputy Minister Alberta Education
Dr. A. N. Craig	Deputy Minister Alberta Career Development and Employment
Mr. B. Day	Executive Director Training Services Alberta Career Development and Employment
Dr. M. Horowitz	President University of Alberta (Representing the universities in Alberta)
Dr. R. S. Patterson	Dean Faculty of Education University of Alberta
Dr. J.-A. Bour	Dean Faculté Saint-Jean University of Alberta
Professor S. Weber	Faculté Saint-Jean University of Alberta
Dr. F. D. Oliva	Dean Faculty of Education University of Calgary

Dr. R. Anderson	Dean Faculty of Education University of Lethbridge
Mrs. N. M. Thomas	President Alberta Teachers' Association
Dr. B. T. Keeler	Executive Secretary Alberta Teachers' Association
Mrs. E. Jones	President Alberta School Trustees' Association
Dr. L. W. Ferguson	Executive Secretary Alberta School Trustees' Association
Mrs. J. Gee	President Conference of Alberta School Superintendents
Mr. M. Lynch	President Alberta Catholic School Trustees' Association
Mr. J. K. McKinney	Executive Director Alberta Catholic School Trustees' Association
Mr. F. Allore	President Council of Catholic School Superintendents of Alberta
Mrs. D. Almberg	President Federation of Alberta Home and School Associations

Each interview usually lasted approximately one hour. At the beginning of the interview, each stakeholder group representative was assured of the confidentiality of responses. The questions were the same as those used in the other components of the second-year evaluation phase. In many of the interviews, respondents answered all of the questions posed; however, because not all interviewees felt qualified to answer all questions, some chose to make only general comments, and others confined themselves to answering specific questions. Consequently, this report incorporates free responses and quantifiable responses. The numerical data do not report the numbers who did not respond to individual questions; these numbers varied for the different questions.

Results

Future of the Internship Program (Table 2.1)

The interviewees were asked to rate each of seven policy alternatives on a scale ranging from 1 "strongly disagree" to 5 "strongly agree"; a rating of 3 is logically equated to "neutral," although this was not identified as such on the scale. Responses for elementary and for secondary teachers were identical, so these are not reported separately.

The greatest support with respect to internship was for a compulsory post-B.Ed. internship for beginning teachers; 11 of the 15 interviewees who responded "strongly agreed" with this alternative. The next most favored internship alternatives were compulsory internship as part of a B.Ed. program, followed by continuation of the current optional post-B.Ed. program; 9 replied either "strongly agree" or "agree" with each. Discontinuation of the current internship program and reversion to the 1984-85 situation (with beginning teachers usually assigned full teaching loads with minimal supervisory support) was viewed very negatively. Of the 16 who responded to this question, 13 "strongly disagreed," 1 "disagreed," and 1 was "neutral" about this approach. No respondent considered that the current internship should be discontinued in favor of the 1984-85 situation.

Moderate to strong support was obtained for introducing Provincial Guidelines to assist beginning teachers by assigning them to highly competent supervisors and by giving them reduced teaching loads. (This alternative was based on an assumption of no internship program being available.) Six interviewees "strongly agreed" with the use of supervisors, and five "strongly agreed" with the idea of reduced teaching loads.

A considerable number of additional comments were made about these policy alternatives. One interviewee stated that not all beginning teachers need internship, as many are "excellent" after obtaining B.Ed. degrees, and that not all beginning teachers need reduced loads. These views, however, were outweighed by the clear support for an internship. Those favoring optional internship felt that matters such as the recent graduate's choice and experience, the opinion of the employing jurisdiction and the university's assessment would be involved in the decision concerning whether an internship were necessary for a given novice teachers. Those favoring compulsory internship believed that "it would make all teachers better," and that all new teachers need time for reflection and development. One claimed that having internship is better than having supportive regulations for beginning teachers.

Table 2.1

Extent of Agreement with Policy Alternatives
(Interviews with Stakeholders)

Alternative	Strongly Disagree				Strongly Agree
	1	2	3	4	5
1. <u>Continue</u> the <u>optional</u> (voluntary) internship program following either the B.Ed. or B.Ed. After-Degree programs, as in 1985-86 and 1986-87	2	2	2	7	2
2. <u>Introduce</u> a <u>compulsory</u> internship program for beginning teachers to <u>follow</u> either the B.Ed. or B.Ed. After-Degree programs	1	2	1	--	11
3. <u>Introduce</u> an <u>optional</u> internship <u>as part of</u> either a five-year B.Ed. or a three-year B.Ed. After-Degree program	5	1	3	5	--
4. <u>Introduce</u> a <u>compulsory</u> internship <u>as part of</u> either a five-year B.Ed. or a three-year B.Ed. After-Degree program	1	2	2	4	5
5. Introduce provincial regulations requiring that each beginning teacher be assigned to a highly competent teacher supervisor	1	2	1	5	6
6. Introduce provincial regulations requiring that each beginning teacher be given a reduced teaching load	1	4	--	4	5
7. Discontinue the current optional teacher internship program and revert to the 1984-85 situation	13	1	2	--	--

The need for greater university involvement in the internship program was mentioned by several interviewees. One commented that professors could provide the necessary "back-up" for interns employed in smaller jurisdictions without specialized supervisors. The university role was also discussed within the context of overall teacher education--both pre-service and in-service--with some interviewees favoring the approach of continual university input throughout a teacher's career. Similarly, one proposed that "the one-year supervised internship period should make provision for follow-up activities during the first year of regular employment." Integration of the practicum with the internship was advocated by one respondent.

Certification (Table 2.2)

Interviewees were asked to indicate their extent of agreement with three possible routes for permanent certification. The results clearly show that award of a Permanent Teaching Certificate directly after satisfactory completion of the internship was not favored: 10 "strongly disagreed" and 2 "disagreed" with this approach. Those who preferred post-internship teaching with teachers individually responsible for classes were divided fairly equally over whether one or two years were desirable.

Two interviewees felt that the longer the teaching period required before permanent certification the greater is the probability that the right decision is made. However, one questioned whether the certification process guarantees "good teachers" and considered that better admission standards to faculties of education should be employed; in this way, the need to use certification as a screen would be reduced.

Salary

Eleven interviewees considered that interns should receive about 75% of the salary of a beginning teacher, whereas three chose 50%. One said that the salary has to be "livable" and that an allowance in addition to the salary may be needed in rural areas.

Salary Credit

When asked "to what extent should the internship experience count for credit on the teacher salary grid?" 10 responded "not at all," 4 selected "partial credit" and 1 chose "full credit." One interviewee proposed that the decision about salary grid credit for internship should depend upon the extent to which credit is received for other

Table 2.2

Extent of Agreement with Alternatives for Permanent Certification
(Interviews with Stakeholders)

Alternative for Permanent Certification	Strongly Disagree				Strongly Agree
	1	2	3	4	5
1. Following satisfactory completion of internship	10	2	--	--	2
2. Following internship and one year of satisfactory teaching	4	--	1	4	5
3. Following internship and two years of satisfactory teaching	5	--	1	2	6

aspects such as certification. Another claimed that granting of salary grid credit would lead to supervising teachers not seeing internship as a training experience. This view was supported by a third interviewee, who proposed that internship must be seen as training by all involved and, therefore, that reduced salary and no salary grid credit were justified.

Establishment of Policy and Guidelines (Table 2.3)

Opinions were obtained concerning the extent to which various organizations should be responsible for establishing policies and guidelines for a continuing internship program. Clearly, Alberta Education was viewed almost unanimously as a major actor, with substantial support also being expressed for the Alberta Teachers' Association and universities. Less support existed for involvement by the Alberta School Trustees' Association and school systems; on balance, the responses for these two organization types averaged "some involvement." In the free responses, one interviewee stated that "the universities should be heavily involved," another that all bodies "have to work together to avoid gaps," and a third thought that the existing advisory body, which contains representatives of various stakeholder groups, could be given a more distinctive title.

Administration of Internship (Table 2.4)

The results demonstrate that the stakeholders saw "school systems" as the dominant organization in administration of the internship program; 14 of 16 interviewees designated school systems as having "major responsibility." Alberta Education, the universities and the Alberta Teachers' Association all ranked clearly behind the school systems. Respondents tended not to favor substantial involvement for the Alberta School Trustees' Association, with nine choosing "not directly involved" and seven "some involvement." Few free comments were offered in connection with this matter. One respondent considered that the Alberta Teachers' Association and the universities should be involved in monitoring and follow-up of the internship program.

Length of Internship

A full year of internship was favored by 14 of the 15 who expressed an opinion on its length. The one who differed wanted the internship to be as long as possible--even three years--to ensure that teachers become as competent and confident as possible before assuming sole responsibility. Three commented that a full year allows the intern to see a full cycle of school operation. Another

Table 2.3

Preferences about Degrees of Responsibility of Stakeholder Organizations in Developing
Internship Policy and Guidelines
(Interviews with Stakeholders)

Organization	Have Major Responsibility	Some Involvement (e.g., Giving Advice)	Not Directly Involved
1. Alberta Education	15	--	1
2. Alberta School Trustees' Association	4	9	3
3. Alberta Teachers' Association	9	6	1
4. Universities	7	9	--
5. School systems	6	5	5

Table 2.4

Preferences about Degrees of Responsibility of Stakeholder Organizations in
Administering the Internship
(Interviews with Stakeholders)

Organization	Have Major Responsibility	Some Involvement (e.g., Giving Advice)	Not Directly Involved
1. Alberta Education	6	8	2
2. Alberta School Trustees' Association	--	7	9
3. Alberta Teachers' Association	4	8	4
4. Universities	6	8	2
5. School systems	14	2	--

stated that this period gives the school system the time necessary to decide whether to keep the intern as a regular teacher.

While favoring a full year, three interviewees identified factors which could affect the length of the internship: the extent to which the universities become involved; possible differences in the needs of elementary and secondary teachers; and the fact that six months is sufficient for some highly competent interns.

Teaching Load

Interviewees were asked to identify the percentages of the full-time teaching load that Provincial Guidelines should specify for the beginning, middle and end of the internship period. Four considered that no guidelines were needed because the teaching load decision should be affected by the competence and needs of individual interns, by the assessments of fully competent supervising teachers, and by input from university staff who know the interns. On the other hand, one respondent was adamant about the need for guidelines to ensure proper employment and assistance of interns.

Those who favored guidelines generally supported a gradual increase in the percentage of teaching time over the school year. With regard to the beginning of the internship period, teaching time of "less than 20%" was selected by one interviewee, "20 to 39%" by three, and "40 to 59%" by six. At about mid-way in the internship, teaching time should be "20 to 39%" according to one person, "40 to 59%" in the view of three, and "60 to 79%" in the opinion of six interviewees. There was clear support for a load approximating full-time teaching by the end of the internship, with four choosing "60 to 79%" and six "80% and over." One commented that younger teachers are better able to handle the stress associated with a heavy teaching load, and that development of competence frequently requires "struggles." The idea that interns at some stage of the year should experience the full load of a regular teacher received substantial support.

Internship Activities (Table 2.5)

The stakeholders were asked to express the extent of their agreement or disagreement with Provincial Guideline specification of participation by interns in each of 15 listed activities. Substantial support was apparent for guidelines for these activities: observation, analysis and discussion of teaching at different grade levels (12 of 14 agreed, i.e., "agreed" or "strongly agreed") and in different subject areas (10 agreed); teaching at different

Table 2.5

Extent of Agreement about Activities in Which Interns Should Participate
(Interviews with Stakeholders)

Activities	Strongly Disagree 1	2	3	4	Strongly Agree 5
1. Observation, analysis and discussion of teaching at different grade levels	--	1	1	2	10
2. Observation, analysis and discussion of teaching in different subject areas	--	1	3	1	9
3. Teaching at different grade levels	--	--	3	5	6
4. Teaching in different subject areas	--	2	4	2	6
5. Teaching the same class or classes for a period of several months	--	--	--	6	8
6. Organization of extra-curricular activities	2	1	1	3	7
7. Professional development activities at the system and/or provincial level	--	--	4	4	6
8. In-school professional development activities	--	--	--	5	9
9. Interviews with parents about progress of students	--	--	1	6	7
10. Field trips	--	1	4	7	2
11. School committee meetings	--	--	2	6	6
12. Observation of the work of school administrators, counsellors, support staff	--	1	4	5	4
13. Assistance in the library or resource room	--	2	5	4	3
14. ATA teacher induction activities	2	2	2	2	6
15. Interacting with other teacher interns in formal workshops focusing on the internship	--	--	1	7	6

grade levels (11 agreed) and in different subject areas (8 agreed); teaching the same class or classes for a period of several months (14 agreed); professional development activities at the system and/or Provincial level (10 agreed) and school level (14 agreed); interviews with parents about progress of students (13 agreed); field trips (9 agreed); school committee meetings (12 agreed); observation of the work of school administrators, counsellors and support staff (9 agreed); and interacting with other interns in formal workshops focusing on the internship (13 agreed).

Less support was obtained for organization of extracurricular activities (10 agreed and 3 disagreed, i.e., "disagreed" or "strongly disagreed"); ATA teacher induction activities (8 agreed and 4 disagreed); and assistance in the library or resource room (7 agreed, 2 disagreed and 5 were neutral).

One or more stakeholders made each of the following comments about the listed activities of interns:

The intern should probably undertake all of these activities to get the "feel" of a school.

Rotations should be conducted early in the internship, with extended in-depth experience being provided later.

The intern should be protected from being over-involved, such as in producing a school play.

Because interns should be at the "cutting edge," they have different professional development needs than have regular teachers.

The support system provided by other interns helps interns to feel that they are in a shared enterprise.

Local circumstances may not allow some school systems to meet all of the guidelines; this should not prevent them from hiring interns.

Non-teaching activities should not be too burdensome.

Extended teaching is a necessary experience for interns and it provides some stability and continuity for the students that they teach.

Interns have to learn to be honest with parents about the performance of their children.

A distinction should be made in the Provincial Guidelines between academic and recreational field trips.

ATA induction is the function of the profession.

Supervision of Interns (Table 2.6)

The interviewees were asked to report the extent of their agreement with possible Provincial Guidelines dealing with supervision of interns. Most (11 out of 15) "strongly agreed" that interns should be directly accountable to principals. This response was justified by the view that the intern is a teacher and all teachers are accountable to their principals. Three "disagreed" with this view, instead regarding supervising teachers as the persons to whom interns should be directly accountable. One interviewee further stated that principals cannot devolve responsibility for the supervision of interns to central office staff of the school systems. Another proposed that "interns should be supervised by highly qualified teachers, administrators and university faculty members."

There was more uncertainty about the numbers of supervising teachers with whom interns would work during the year. Seven "strongly agreed" with having a Provincial Guideline requiring each intern to work with one supervising teacher, however six had responses spread across the other four categories. Only five either "strongly agreed" or "agreed" with having a Provincial Guideline that would have each intern working with at least two and not more than four supervising teachers during the internship; seven either "disagreed" (4) or "strongly disagreed" (3) with this approach, and one was "neutral."

These comments were provided:

1. A shared model of supervision involving both the university and school systems is best;
2. University involvement would provide "a shoulder to cry on";
3. Continuity of supervision is needed;
4. Interns should identify supervising teachers with whom they feel comfortable;
5. Interns should be exposed to a variety of personalities and styles of supervising teachers;
6. Interns have to learn to work with different types of teachers; and
7. Provision should be made for change if an assignment of supervising teacher(s) is not suitable.

Feedback and Evaluation (Table 2.7)

When asked to express opinion on whether Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance, 13 of the interviewees "strongly agreed" and three "agreed." The stakeholders showed less consensus with respect to whether Provincial Guidelines should specify a

Table 2.6

Extent of Agreement with Approaches to Supervision
of Interns
(Interviews with Stakeholders)

Aspect of Supervision	Strongly Agree		3	4	Strongly Disagree		Can't Tell
	1	2			5		
1. Direct accountability to the principal or head teacher of the school to which the intern is assigned	1	2	--	1	11		--
2. Work with one supervising teacher for the duration of the internship (even though other teachers may be involved with the intern)	2	1	2	1	7		1
3. Work with at least two and not more than four supervising teachers during the internship	3	4	1	1	4		1

Table 2.7

Preferences about Extent of Involvement of Different Personnel in
Formal Evaluation of Interns
(Interviews with Stakeholders)

Evaluator	Not at	2	3	4	To a Large	Mean
	All 1				Extent 5	
1. Principal or other in-school administrator	--	1	2	4	9	4.31
2. Supervising teacher(s)	--	1	2	3	10	4.38
3. Central office supervisor(s)	3	5	4	2	2	2.69
4. Superintendent (or designate)	5	6	3	--	2	2.25

standard set of criteria for evaluating interns throughout Alberta; six "strongly agreed," six "agreed," two "disagreed" and two "strongly disagreed." One stated that, if the internship could affect certification and success in seeking a position, Provincial criteria would be needed. Another proposed that local procedures used to evaluate teachers should also apply to interns.

Stakeholders were also asked, "To what extent should each of the following be involved in the formal (written) evaluation of interns?" They showed substantial support for such involvement by both supervising teachers and principals (or other in-school administrators), with means of 4.38 and 4.31 on a five-point scale. Much less support was expressed for involvement by central office supervisors and superintendents (or their designates); their means were only 2.69 and 2.25. One opinion was that involvement of central office staff members should depend upon the size of each school system, and another held the view that evaluation should be conducted by those who have had the most direct contact with each intern.

A related question asked, "Who should have the final authority for the formal (written evaluation of interns?" Five selected supervising teachers, four principals, three superintendents, and two principals together with supervising teachers. One interviewee stressed that, if the supervising teachers are to evaluate formally, interns and supervising teachers need to have good working relationships.

Two other aspects were mentioned. First, a mechanism by which interns can appeal their formal evaluations needs to be incorporated in Provincial Guidelines. Second, self-evaluation should also be viewed as important by interns and others associated with whom they are associated.

Supervising Teachers (Tables 2.8 and 2.9)

The interviewees were asked to indicate the extent to which they agreed with several propositions relating to the qualifications, teaching loads, training and selection of supervising teachers.

Qualifications (Table 2.8). Strong support was given to the proposition that Provincial Guidelines should specify minimum academic qualifications for supervising teachers (e.g., possession of a four-year B.Ed. degree); eight "strongly agreed" and three "agreed." There was similar support for proposed specification of minimum competency criteria for supervising teachers (e.g., possession of a Permanent Teaching Certificate and at least three years of successful teaching in Alberta).

Table 2.8

Extent of Agreement with Possible Provincial Guidelines
about Supervising Teachers
(Interviews with Stakeholders)

Possible Guideline	Strongly Disagree				Strongly Agree
	1	2	3	4	5
1. Specification of minimum academic qualifications for supervising teachers	1	2	--	3	8
2. Specification of minimum competency criteria for supervising teachers	--	2	--	4	8
3. Specification that supervising teachers be given reduced teaching loads	--	2	2	5	7
4. School systems should be responsible for providing supervisory training of supervising teachers	1	1	1	5	6
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	--	--	1	6	7

Table 2.9

Preferences about the Extent of Involvement of Individuals or Organizations in Selection of Supervising Teachers
(Interviews with Stakeholders)

Individual/ Organization	Not at All		3	To a Large Extent		Mean
	1	2		4	5	
Principal	--	--	2	1	11	4.64
Superintendent (or designate)	2	4	4	1	3	3.36
Teachers in the school	1	3	3	4	3	2.96
Alberta Teachers' Association	6	1	3	3	1	2.43
Universities	4	5	3	2	--	2.21
Alberta Regional Offices of Education	9	3	1	1	--	1.57
Alberta School Trustees' Association	11	2	1	--	--	1.29

Note: The pairings in this table reflect similar distributions.

Teaching loads (Table 2.8). The proposition that Provincial Guidelines should specify reduced teaching loads for supervising teachers received strong support; seven "strongly agreed" and five "agreed." One interviewee proposed that those teaching loads could be reduced by 10-15% but that this percentage would vary during the year. Another claimed that supervision of interns by supervising teachers is a professional responsibility.

Training (Table 2.8). Six "strongly agreed" and five "agreed" with the proposition that school systems should be responsible for the supervisory training of their supervising teachers. Even more support was accorded the proposition that all supervising teachers should be required to take courses in supervision, but two interviewees considered that this could present a difficulty for some rural school teachers. One proposed that the universities and the ATA should work together to design appropriate courses for supervising teachers.

Selection (Table 2.9). Most interviewees (11 out of 14) supported involvement of principals "to a large extent" in selection of supervising teachers. With respect to involvement of teachers and superintendents (or designates) in this selection, the responses varied fairly uniformly from "not at all" to "to a large extent." Slightly less support was obtained for ATA and university involvement. Most chose no involvement by the Regional Offices of Education and the Alberta School Trustees' Association. Two people expressed the view that all teachers who possess Permanent Teaching Certificates should be viewed as competent to be supervising teachers, with the best-suited people then being selected. One considered that finding highly suitable supervising teachers is difficult; this is already the experience with cooperating teachers for teacher education practica. Another was concerned about potential disqualification of competent supervising teachers because of unreasonably rigid guidelines.

Overall Value of Internship

The final question asked interviewees to "rate the overall value of the Alberta internship as a means of facilitating the transition from student to professional teacher" on a scale from 1 (no value) to 10 (highly valuable). The following distribution of responses was obtained:

<u>Response</u>	<u>f</u>	
10	4	
9	6	
8	3	
7	1	
4	1	Mean = 8.60

These responses indicate stakeholders' very strong support for the internship program.

In the concluding phase of the interview, most of the interviewees made additional comments. Even though many of the comments relate to matters raised earlier in the chapter, they are presented here because they were points upon which the interviewees wanted to place special emphasis.

<u>Costs</u>	<u>f</u>
School boards are favorably inclined towards the internship program, but their attitudes could change if they had to pay more than \$5,000 annually for each intern.	1
Trustees are not sure that they want to bear the cost of the internship unless there are real cost benefits: "School systems are not training places."	1

<u>Guidelines</u>	
Too many strict guidelines may prevent small systems from having interns.	1
Too many strict guidelines may increase the cost of operating the internship program.	1
Guidelines are needed, but they should be flexible rather than being viewed as regulations.	1
Boards are concerned that "the internship" may appear in contracts: it is better handled through Provincial Guidelines.	1

<u>Manpower</u>	
Superintendents often view interns as extra manpower, but the training model is better.	1

Systems with large resource bases view internship as training: the smaller rural systems see it as manpower. 1

Schools need to be more flexible in using all teaching staff. 1

Principals

Principals must be heavily involved in internships if they are to be successful. 1

Public Attitudes

The primary purpose of the internship program-- not merely to add manpower and increase the amount of training but to ease the transition--has to be conveyed to the public. 1

Universities

Universities should be involved in many ways throughout teachers' careers. 2

Universities would have to modify their programs and practica if internship were implemented permanently for all teachers. 2

Universities could be involved in developing internship programs in northern and native areas. These areas could lose interest in internship unless they get help. The internship program could entice interns to apply and then stay on. 1

Value

One of the crucial aspects is the mutual benefit available to supervising teachers and interns. 2

The quality of internship varies greatly among school systems. 2

Internship provides an opportunity to reflect upon the broader aspects of school life--not just teaching. 1

If done well, internship should be highly valuable. 1

Internship does make a difference in interns' attitudes toward teaching. 1

"I would be very disappointed if we lost the internship." 1

"I don't know of anybody who didn't find the first year to be a harrowing experience." 1

The transition to professional status has to be assisted. 1

Interns should enrol in university courses related to their teaching responsibilities. 1

Summary

Semi-structured, confidential interviews were conducted during October, November and December 1986 with 19 "stakeholders"--that is, with representatives of government departments, universities and various associations. Response alternatives were provided for each interview item, and respondents were asked to choose those that represented their preferences. On many occasions, responses were supplemented by oral comments, although some stakeholders chose only to make comments on selected matters because they were not familiar with all of the operational details of the internship program.

These stakeholders evaluated the current internship program very highly, and they strongly agreed that an internship program should be continued in Alberta. Their common preference was for a compulsory post-B.Ed. internship year. They recommended that permanent certification require at least a year of post-internship teaching experience, that the internship salary be about 75% of that of beginning teachers, but that the internship experience not count for credit on the salary grid.

Additional stakeholder preferences were that the major responsibility for internship policy and guidelines be shared by Alberta Education, the universities and the Alberta Teachers' association, and that administration of the program be a major responsibility of school systems. During the internship year, the percentage of the school day that interns spend in teaching should increase from about 50% to about 80%. Provincial Guidelines should describe activities in which interns are to be involved, e.g., observation, analysis and discussion of teaching in different grades and subjects. Interns should be accountable to principals but be directly supervised by one or more competent, trained supervising teachers. Their evaluations should be shared by principals and supervising

teachers, possibly using standard criteria. However, some stakeholders cautioned that undue emphasis upon Provincial Guidelines may have a deleterious effect upon the internship program, especially in rural areas.

Conclusions

Most of the conclusions presented below were supported by a majority of the stakeholder representatives who were interviewed. This does not necessarily mean, however, that they represent directions that any future "internship program" must follow.

1. Stakeholder representatives indicated that an internship program should be continued; Alberta cannot go back to the situation in which most beginning teachers were given full teaching loads and little supervisory assistance.

2. A compulsory post-B.Ed. internship of one year is the most desirable approach, although either a compulsory internship in the B.Ed. program or an optional post-B.Ed. internship also met with some approval.

3. If the internship program were cancelled, then supervisory assistance and reduced teaching loads for beginning teachers would be desirable.

4. Permanent certification should be awarded after either one or two years of teaching following internship, but not directly after internship.

5. The intern should receive a salary equal to about 75% of that received by a beginning teacher, but internship experience should not count for credit on the salary grid.

6. Setting of internship policy and guidelines should be a major responsibility of Alberta Education, the universities and the Alberta Teachers' Association, with school systems and the Alberta School Trustees' Association being less extensively involved.

7. Administration of the internship program should be a major responsibility of the school systems, with some involvement by Alberta Education, the universities and the Alberta Teachers' Association, but with minimal involvement by the Alberta School Trustees' Association.

8. During the period of internship, the percentage of the school day spent by interns in direct teaching should increase from about 50% to over 80%; whether this should be a Provincial Guideline or left to local discretion needs consideration.

9. Provincial Guidelines should describe the activities in which interns are to be involved--especially observation, analysis and discussion of teaching in different grades and subjects, teaching in different grades and subjects, teaching the same class or classes for several months, extracurricular activities, professional development activities, parent interviews, school committee meetings, and workshops with other interns.

10. Interns should be directly accountable to principals. Direct supervision of interns should be provided by supervising teachers, acting either individually or in teams.

11. Provincial Guidelines should specify that interns receive feedback about their work and that a standard set of evaluation criteria be developed for use throughout Alberta. Formal written evaluation of interns should mainly involve supervising teachers and principals.

12. Supervising teachers should have at least some minimum academic qualifications, and they should meet minimum competency criteria. They should be selected mainly by principals, have some supervisory training and have their teaching loads reduced slightly. However, Provincial Guidelines should not prevent selection of competent supervising teachers who do not meet some of these conditions, especially those in rural areas.

13. The current internship program in Alberta received strong support and a very positive evaluation from the stakeholders.

APPENDIX

EVALUATION OF THE INITIATION TO TEACHING (INTERNSHIP) PROJECT INTERVIEW GUIDE

EVALUATION OF THE INITIATION TO TEACHING (INTERNSHIP) PROJECT

INTERVIEW GUIDE

Preamble

The purpose of this interview is to obtain your opinions about various aspects of the current Alberta Teacher Internship Program. As you know, one purpose of this Internship Program is to facilitate the transition from university student to professional teacher.

In this interview, we will be focussing upon various policy options, as well as Provincial Guidelines and practices.

Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed, but the source of individual opinions will not be identified. We also wish to assure you that we are evaluating the Internship Program and not individual Interns, Beginning Teachers, or staff associated with them.

October-November 1986

INTERVIEW GUIDE

UTURE OF INTERNSHIP

Using the five-point scale provided, please rate each of the following policy alternatives concerning the preparation of beginning Elementary teachers (including ECS) and beginning Secondary teachers in Alberta. Circle the appropriate number.
Answer both parts for each item.)

= Strongly Disagree (SD)

5 = Strongly Agree (SA)

0 = Can't tell

Alternatives		SD				SA	Can't tell	Office Use Only (1-35)
. <u>Continue</u> the <u>optional</u> (voluntary) Internship Program following either the B.Ed. or B.Ed. After Degree programs as in 1985-86 and 1986-87.	For elementary teachers	1	2	3	4	5	0	36
	For secondary teachers	1	2	3	4	5	0	37
. <u>Introduce</u> a <u>compulsory</u> Internship Program for Beginning Teachers <u>to follow</u> either the B.Ed. or B.Ed. After Degree programs.	For elementary teachers	1	2	3	4	5	0	38
	For secondary teachers	1	2	3	4	5	0	39
. <u>Introduce</u> an <u>optional</u> internship <u>as part of</u> either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5	0	40
	For secondary teachers	1	2	3	4	5	0	41
. <u>Introduce</u> a <u>compulsory</u> internship <u>as part of</u> either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5	0	42
	For secondary teachers	1	2	3	4	5	0	43
. Introduce provincial regulations requiring that each Beginning Teacher be assigned to a highly competent Teacher Supervisor.	For elementary teachers	1	2	3	4	5	0	44
	For secondary teachers	1	2	3	4	5	0	45
. Introduce provincial regulations requiring that each Beginning Teacher be given a reduced teaching load.	For elementary teachers	1	2	3	4	5	0	46
	For secondary teachers	1	2	3	4	5	0	47
. Discontinue the current optional Teacher Internship Program and revert to the 1984-85 situation.	For elementary teachers	1	2	3	4	5	0	48
	For secondary teachers	1	2	3	4	5	0	49

CERTIFICATION

If a Teacher Internship Program were to continue, please indicate your extent of agreement with each of the following possible routes for Permanent Certification.

<u>Teacher Interns should be eligible for Permanent Certification following:</u>								Office Use Only
	SD		SA		Can't tell			
1. Satisfactory completion of the Internship.	1	2	3	4	5		0	50
2. One year of satisfactory teaching following the Internship.	1	2	3	4	5		0	51
3. Two years of satisfactory teaching following the Internship.	1	2	3	4	5		0	52

SALARY AND SALARY CREDIT

If a Teacher Internship Program were to continue, and assuming a reduced teaching load and reduced responsibilities for Teacher Interns (when compared with regular full-time teachers), which response do you favor for each of these two questions?

			Office Use Only
1. Approximately what percentage of a Beginning Teacher's salary should a Teacher Intern receive?	1. _____	25%	53
	2. _____	50%	
	3. _____	75%	
	4. _____	100%	
2. To what extent should the Teacher Internship experience count for credit on the teacher salary grid?	1. _____	Not at all	54
	2. _____	Partial credit	
	3. _____	Full credit	

ADMINISTRATION OF THE TEACHER INTERNSHIP PROGRAM

If a Teacher Internship Program were to continue, to what extent should each of the following be responsible for establishing the policy and guidelines for the Internship Program? Use one check mark for each item below.

Organization(s)	1. Have major Respon- sibility	2. Some Involvement (e.g., giving advice)	3. Not Directly Involved	Office Use Only
1. Alberta Education	—	—	—	55
2. Alberta School Trustees' Association	—	—	—	56
3. Alberta Teachers' Association	—	—	—	57
4. Universities	—	—	—	58
5. School Systems	—	—	—	59

If a Teacher Internship Program were to continue, to what extent should each of the following be responsible for administering the program (e.g., program plans, recruitment, selection, placement, professional development, monitoring, evaluation, remediation of interns)? Use one check mark for each item below.

Organization(s)	Have major Respon- sibility	Some Involvement (e.g., giving advice)	Not Directly Involved	Office Use Only
1. Alberta Education	—	—	—	60
2. Alberta School Trustees' Association	—	—	—	61
3. Alberta Teachers' Association	—	—	—	62
4. Universities	—	—	—	63
5. School Systems	—	—	—	64

LENGTH OF THE TEACHER INTERNSHIP

If a Teacher Internship Program were to continue, what should be the length of the Teacher Internship?

1. ☐ quarter year
 2. ☐ half year
 3. ☐ full year
 4. ☐ more than one year
 5. ☐ other (specify)
-

Office
Use
Only

65

TEACHING LOAD

If a Teacher Internship Program were to continue, what Provincial Guidelines would you recommend concerning teaching load for Interns compared with the teaching load of a full-time teacher?

			Office Use Only
1. <u>At the beginning</u> of the Internship period?	1. <input type="checkbox"/> less than 20%		66
	2. <input type="checkbox"/> 20% to 39%		
	3. <input type="checkbox"/> 40% to 59%		
	4. <input type="checkbox"/> 60% to 79%		
	5. <input type="checkbox"/> 80% and over		
	6. <input type="checkbox"/> no Provincial Guidelines needed		
2. <u>About mid-way</u> through the Internship?	1. <input type="checkbox"/> less than 20%		67
	2. <input type="checkbox"/> 20% to 39%		
	3. <input type="checkbox"/> 40% to 59%		
	4. <input type="checkbox"/> 60% to 79%		
	5. <input type="checkbox"/> 80% and over		
	6. <input type="checkbox"/> no Provincial Guidelines needed		
3. <u>Approaching the end</u> of the Internship?	1. <input type="checkbox"/> less than 20%		68
	2. <input type="checkbox"/> 20% to 39%		
	3. <input type="checkbox"/> 40% to 59%		
	4. <input type="checkbox"/> 60% to 79%		
	5. <input type="checkbox"/> 80% and over		
	6. <input type="checkbox"/> no Provincial Guidelines needed		

INTERN ACTIVITIES

If a Teacher Internship Program were to continue, should Provincial Guidelines specify that the Teacher Intern participate in each of the following activities?

Activities	SD					SA	Can't Tell	Office Use Only
1. Observation, analysis and discussion of teaching at different grade levels.	1	2	3	4	5	0		69
2.. Observation, analysis and discussion of teaching in different subject areas.	1	2	3	4	5	0		70
3. Teaching at different grade levels.	1	2	3	4	5	0		71
4. Teaching in different subject areas.	1	2	3	4	5	0		72
5. Teaching the same class or classes for a period of several months.	1	2	3	4	5	0		73
6. Organization of extra-curricular activities.	1	2	3	4	5	0		74
7. Professional development activities at the system and/or provincial level.	1	2	3	4	5	0		75
8. In-school professional development activities.	1	2	3	4	5	0		76
9. Interviews with parents about progress of students.	1	2	3	4	5	0		77
10. Field trips.	1	2	3	4	5	0		78
11. School committee meetings.	1	2	3	4	5	0		79
12. Observation of the work of school administrators, counsellors, support staff.	1	2	3	4	5	0		80
13. Assistance in the library or resource room.	1	2	3	4	5	0		81
14. ATA teacher induction activities.	1	2	3	4	5	0		82
15. Interacting with other Teacher Interns in formal workshops focusing on the Internship.	1	2	3	4	5	0		83

SUPERVISION OF TEACHER INTERNS

If a Teacher Internship Program were to continue, should Provincial Guidelines specify that each Teacher Intern:

	SD					SA	Can't Tell	Office Use Only
1. Be directly accountable to the Principal or Head Teacher of the school to which the Intern is assigned?	1	2	3	4	5		0	84
2. Work with one Teacher Supervisor for the duration of the Internship (even though other teachers may be involved with the Intern)?	1	2	3	4	5		0	85
3. Work with at least two and not more than four Teacher Supervisors during the Internship?	1	2	3	4	5		0	86

FEEDBACK AND EVALUATION

Assuming that a Teacher Internship Program were to continue, please indicate your opinions on these matters.

Option	SD					SA	Can't Tell	Office Use Only
1. Provincial Guidelines should specify that feedback be provided to Teacher Interns along with discussions on how to improve performance.	1	2	3	4	5		0	87
2. Provincial Guidelines should specify a standard set of criteria for evaluating Teacher Interns throughout Alberta.	1	2	3	4	5		0	88
3. Provincial Guidelines should specify that supervisors of Teacher Interns be given a reduced teaching load because of their supervisory responsibilities.	1	2	3	4	5		0	89

4. To what extent should each of the following be involved in the formal (written) evaluation of Teacher Interns?

Evaluator	Not at All					To a Large Extent	Can't Tell	
a. Principal or other in-school administrator	1	2	3	4	5		0	90
b. Teacher Supervisor(s)	1	2	3	4	5		0	91
c. Central Office Supervisor(s)	1	2	3	4	5		0	92
d. Superintendent (or designate)	1	2	3	4	5		0	93

5. Who should have the final authority for the formal (written) evaluation of Teacher Interns? (Check one only.)
- | | | |
|-----------------------------|--|----|
| 1. <input type="checkbox"/> | Principal or other in-school administrator | 94 |
| 2. <input type="checkbox"/> | Teacher Supervisor(s) | |
| 3. <input type="checkbox"/> | Central Office Supervisor(s) | |
| 4. <input type="checkbox"/> | Superintendent | |
| 5. <input type="checkbox"/> | Other (please specify) | |

SELECTION AND TRAINING OF TEACHER SUPERVISORS

Assuming that a Teacher Internship Program were to continue, please indicate your opinions on these matters.

Options		SD					SA	Can't Tell	Office Use Only
1.	Provincial Guidelines should specify minimum academic qualifications for Teacher Supervisors (such as the possession of a four-year B.Ed. degree or equivalent).	1	2	3	4	5		0	95
2.	Provincial Guidelines should specify minimum competency criteria for Teacher Supervisors (such as the possession of a Permanent Teaching Certificate and at least three years of successful teaching in Alberta).	1	2	3	4	5		0	96
3.	School systems should be responsible for providing supervisory training for Teacher Supervisors.	1	2	3	4	5		0	97
4.	Training in the form of short courses or university classes in supervision and effective teaching should be required of all Teacher Supervisors who supervise Teacher Interns.	1	2	3	4	5		0	98
5.	Indicate the extent to which each of the following should be involved in the selection of Teacher Supervisors:	Not at All		To a Large Extent				Can't Tell	
a.	Principal	1	2	3	4	5		0	99
b.	Teachers in the school	1	2	3	4	5		0	100
c.	Superintendent (or designate)	1	2	3	4	5		0	101
d.	Alberta Regional Offices of Education	1	2	3	4	5		0	102
e.	Alberta Teachers' Association	1	2	3	4	5		0	103
f.	Universities	1	2	3	4	5		0	104
g.	Alberta School Trustees' Association	1	2	3	4	5		0	105

OVERALL VALUE OF THE ALBERTA TEACHER INTERNSHIP

On the ten-point scale given below, please rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher.

Office
Use
Only

Unable to Judge	No Value										Highly Valuable	
0	1	2	3	4	5	6	7	8	9	10		106

COMMENTS

CHAPTER 3

INTERVIEWS IN SCHOOLS

TABLE OF CONTENTS

	Page
Methodology	63
Description of Interview Sample	64
Results	67
Policy Alternatives	67
Permanent Certification	71
Salary of Interns	73
Salary Grid Credit	75
Development of Policy and Guidelines	75
Administration of the Internship	77
Length of Internship	79
Teaching Load	81
Activities of Interns	83
Accountability of Interns	88
Number of Supervising Teachers	88
Feedback to Interns	91
Criteria for Evaluating Interns	93
Formal Evaluation of Interns	94
Involvement of different personnel	94
Final authority	94
Supervising Teachers	97
Qualifications	97
Teaching load	99
Training	99
Selection	100

	Page
Value of Internship	102
Value to interns	102
Value to supervising teachers	107
Value to schools	107
Problems	108
Guidelines	108
Hiring	108
Misuse and differing perceptions of the status of interns	109
Attitudes of supervising teachers	109
Other problems	110
Detailed Comments of Beginning Teachers	110
Conclusions	113
Appendix A. Evaluation of the Initiation to Teaching (Internship) Project Interview Guide	117
Appendix B. Cover Page of Interview Guide for Beginning Teachers	133
Appendix C. Covering Letter to Principals-- E. W. Ratsoy	137
Appendix D. Covering Letter to Principals-- R. A. Bosetti	141
Appendix E. Tables 3.5a, 3.6a, 3.13a, 3.14a, 3.15a and 3.18a	145

LIST OF TABLES

Table		Page
3.1	Locations of, and Grades in, Schools	65
3.2	Numbers of Persons Interviewed	65
3.3	Number of Students per School	66
3.4	Numbers of Interviewed Supervising Teachers per Intern	66
3.5	Percentages of Agreement and Disagreement with Policy Alternatives	68
3.6	Percentages of Agreement and Disagreement with Alternatives for Permanent Certification	72
3.7	Preferences about Salary of Interns	74
3.8	Preferences about Salary Grid Credit for Internship Experience	76
3.9	Preferences about Degrees of Responsibility of Organizations in Developing Internship Policy and Guidelines	76
3.10	Preferences about Degrees of Responsibility of Organizations in Administering the Internship	78
3.11	Preferences about Length of Internship . . .	80
3.12	Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers, at Beginning, Middle, and End of Internship	82
3.13	Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate	84
3.14	Percentages of Agreement and Disagreement with Approaches to Supervision of Interns . .	89
3.15	Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns . . .	92
3.16	Preferences about Extent of Involvement of Personnel in Formal Evaluation of Interns	95

Table		Page
3.17	Preferences about Final Authority for Formal Evaluation of Interns	96
3.18	Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Supervising Teachers	98
3.19	Preferences about Extent of Involvement of Individuals or Organizations in Selection of Supervising Teachers	101
3.20	Perceptions of the Value of Internship as a Means of Facilitating the Transition from Student to Professional Teacher	103

INTERVIEWS IN SCHOOLS

This chapter includes a description of the methodology used in the in-school interviews, presentation and discussion of results, and conclusions.

Methodology

Ten members of the research team conducted interviews in 43 schools throughout Alberta in October-December 1986. The schools were selected using a stratified random sampling approach which ensured representation of schools of different grade levels, sizes and locations, in different types of school systems. To ensure anonymity, the 43 schools are not identified by name.

After completing the selection, the principals were informed by letter (Appendix B) of the procedure to be followed. This letter was accompanied by a covering letter from Dr. R. A. Bosetti, Deputy Minister of Education (Appendix C). Each principal was subsequently telephoned to arrange a date for interview and to obtain the names of all supervising teachers and interns in the school, as well as the names of any beginning teachers who had been interns in 1985-86 who were employed in the school. Collection of the names of interns and beginning teachers in this way was essential because the Alberta Education data base was incomplete.

Individual interviews were conducted with 43 principals, 72 supervising teachers, 55 interns, and 16 beginning teachers who had been interns in 1985-86. These interviews ranged from about 30 minutes to three hours in length. The school visits enabled the research team to obtain detailed opinions in a confidential setting about internship program policies and procedures in connection with the 1986-87 year. The questions were developed after consideration of matters raised in the Request for Proposals, discussions with various groups and the 1985-86 evaluation phase. These same questions were used in all aspects of the 1986-87 evaluation phase. A structured format was used with the same questions being asked of all interviewees. Sheets containing the questions were handed to the interviewees before they were asked to respond. They were also assured of anonymity at this time; consequently, this report provides data and generalizations without identifying the particular sources.

Many comments were made and noted during the interviews. As in the 1985-86 phase, the variety of these

opinions necessitated collation of some responses into paraphrased statements. In addition, only comments not directly covered by responses to the interview questions and which add significantly to the discussion are documented in this chapter.

Description of Interview Sample

Characteristics of the interview sample of 43 schools, some of which are shown in Tables 3.1 to 3.4, can be briefly summarized as follows:

1. Eighteen schools were in either Calgary or Edmonton, 8 were in other cities, and 17 were in other (non-city) locations;
2. Eleven schools had grades in the K-G.6 range, 3 had K-G.9, 3 had G.1-6, 6 had G.7-9, 2 had G.1-12; 8 had G.10-12, and 10 (9 of which were in non-city locations) had other combinations;
3. Twelve schools had fewer than 300 pupils, 14 had 300-499, 9 had 500-699, and 8 had more than 700 pupils;
4. Forty-three principals, 72 supervising teachers, 55 interns, and 16 beginning teachers who had been interns in 1985-86 were interviewed;
5. Interviewees included 45 people in Calgary, 41 in Edmonton, 32 in other cities and 68 in other locations;
6. For 36 of the 55 interns, one supervising teacher was interviewed, for 17 interns two supervising teachers were interviewed, and for one intern three supervising teachers were interviewed; in two non-city locations, one supervising teacher supervised two interns and one intern was supervised by the principal;
7. In 23 schools, the interns were selected by principals and/or other in-school personnel, whereas in the other 20 schools they were selected by central office staff;
8. Sixteen of the 55 interns were in either K-G.6 or G.1-6 schools, 10 were in G.7-9 schools, and 13 were in G.10-12 schools;
9. Six schools had two interns each, three had three interns, while 34 had one intern each;
10. One school had three beginning teachers who were formerly interns, one had two, and the remaining 11 schools had one each; and
11. Four supervising teachers were interviewed in one school, three in each of four schools, two in each of 19 schools, and one in each of 18 schools; however, these numbers do not represent the total numbers of supervising teachers because some were not available for interviews on the days arranged.

Table 3.1
Locations of, and Grades in, Schools

Location	Grade Levels							Total
	K-6	K-9	1-6	7-9	1-12	10-12	Other	
Calgary	3	--	1	1	--	3	1	9
Edmonton	3	1	--	3	--	2	--	9
Other cities	3	2	1	1	--	1	--	8
Other	2	--	1	1	2	2	9	17
Total	11	3	3	6	2	8	10	43

Table 3.2
Numbers of Persons Interviewed

Location	Number of Persons Interviewed				Total
	Principals	Supervising Teachers	Interns	Beginning Teachers (Former Interns)	
Calgary	9	18	13	5	45
Edmonton	9	16	14	2	41
Other cities	8	13	9	2	32
Other	17	25	19	7	68
Total	43	72	55	16	186

Table 3.3
Number of Students per School

Location	Number of Students per School			
	Under 300	300-499	500-699	Over 700
Calgary	2	2	2	3
Edmonton	3	3	1	2
Other cities	2	2	4	--
Other	5	7	2	3
Total	12	14	9	8

Table 3.4
Numbers of Interviewed Supervising Teachers per Intern

Location	Number of Interviewed Supervising Teachers per Intern		
	1	2	3
Calgary	8	5	--
Edmonton	12	2	--
Other cities	5	4	--
Other	11	6	1
Total	36	17	1

In two "other" locations, one supervising teacher supervised two interns and one intern was supervised by the principal.

Results

Policy Alternatives (Table 3.5)

The interviewees were presented with seven alternatives relating to the future of the internship program and were asked to indicate the extent to which they agreed or disagreed with each. The summarized results are shown in Table 3.5 and the detailed results in Table 3.5a*. Within these tables, responses are separated for elementary and secondary school levels.

1. Continuation of optional post-B.Ed. internship. A narrow majority of principals, supervising teachers and interns generally agreed ("strongly agree" or "agree") with this alternative for both the elementary and secondary school levels. A higher percentage of beginning teachers disagreed ("strongly disagree" or "disagree") about the elementary level, whereas responses were evenly divided for the secondary level.

2. Introduction of compulsory post-B.Ed. internship. Higher percentages of all four categories of interviewees agreed than disagreed with this alternative; but, except for beginning teachers, the percentages were lower than for the above-mentioned alternative, optional post-B.Ed. internship.

Principals (P), supervising teachers (ST) and Interns (I) made these comments about the compulsory vs. optional issue:

- P: "Optional" means interns are treated differently from equally qualified beginning teachers.
- ST: If the internship stays optional, then it must be made more attractive.
- I: The optional program requires a lot of explanation as to why some have a "full job" and others don't.
- P/I: It should either be compulsory or cancelled.
- ST: Internship should be compulsory for one year, with no hiring during that period.
- ST: Compulsory internship is preferable, but I can't see it working. With a voluntary program you can screen the interns. Also, some teachers would have to become supervising teachers without a strong desire to do so.

*Tables with the designation "a" following the number are found in Appendix E.

Table 3.5
Percentages of Agreement and Disagreement with Policy Alternatives
(Interviews in Schools)

Alternative		Principals (n = 43)		Supervising Teachers (n = 72)		Interns (n = 55)		Beginning Teachers (Former Interns) (n = 16)	
		Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Continue optional post-B.Ed. internship	E	21	49	17	51	22	51	44	31
	S	19	58	15	54	27	55	38	38
2. Introduce compulsory post-B.Ed. internship	E	28	42	28	44	36	40	38	44
	S	35	40	25	46	36	47	38	44
3. Introduce optional internship as part of the B.Ed. program	E	33	35	40	38	46	15	44	38
	S	26	42	43	36	49	20	50	19
4. Introduce compulsory internship as part of the B.Ed. program	E	37	30	28	47	35	38	19	56
	S	37	35	22	49	38	42	13	50
5. Assign beginning teachers to highly competent supervisors	E	26	47	4	64	13	58	13	56
	S	26	51	6	71	13	65	13	63
6. Reduce teaching load of beginning teachers	E	30	40	26	43	27	47	56	25
	S	33	40	25	47	31	53	50	38
7. Discontinue current internship program	E	84	2	83	1	62	11	69	6
	S	88	2	83	1	75	9	75	13

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree
E = Elementary; S = Secondary

ST: A compulsory internship would affect the relationship between supervising teacher and intern.

I: If the internship were compulsory, then remove the practicum.

P/ST: An internship is not necessary for all teachers.

P: The reduced salary would make a compulsory internship difficult.

3. Introduction of optional B.Ed. internship (5-year B.Ed. or 3-year B.Ed./A.D.). The principals and supervising teachers were generally equally divided on this alternative, although principals tended to agree with this more for the secondary level than for the elementary level. Interns and beginning teachers more clearly disagreed.

4. Introduction of compulsory B.Ed. internship (5-year B.Ed. or 3-year B.Ed./A.D.). This alternative tended to be favored more by supervising teachers and beginning teachers, whereas principals and interns showed approximately equal percentages agreeing and disagreeing.

These comments were made on the B.Ed. internship alternatives:

ST/5I/BT: Place internship in 4-year B.Ed. program.

P: The internship would be better implemented if it were part of the B.Ed. program.

I: The interns should still be paid if the internship were part of the B.Ed. program.

5. Assignment of beginning teachers to highly competent supervisors. This alternative and alternative 6 both carried the implicit assumption that the internship program would be discontinued, although both alternatives could be employed even after an internship program. The idea of assigning beginning teachers to highly competent supervising teachers was strongly supported by the supervising teachers, interns and beginning teachers interviewed, with slightly less support from the principals.

P: Everyone needs a mentor in the first year.

P: A first-year mentor is more important than a reduced teaching load.

P: Retired teachers and retired professors could serve as mentors.

- P: I foresee problems with the Province legislating assignment of all beginning teachers to supervisors.
- P: Teachers are not ready to assume responsibilities as supervising teachers for all beginning teachers.
- ST: We don't have enough competent supervising teachers.

6. Reduce teaching loads for beginning teachers. This alternative found slightly less favor among supervising teachers, interns and principals than did the previous alternative, but still higher percentages agreed with it than those who disagreed. However, the majority of beginning teachers disagreed.

- ST: A reduced teaching load for beginning teachers would provide a good transition and reduce stress.
- BT: A reduced teaching load would be nice, but it's all part of the experience.
- P: Financial reasons are against a reduced load.
- ST: A reduced teaching load would turn school boards off hiring beginning teachers.
- ST: Reduced loads for beginning teachers could lead to professional jealousy.

7. Discontinue current internship program. In all four interviewee groups, overwhelming percentages disagreed with this alternative; this result was the most one-sided of the seven. When the elementary and secondary responses were combined, these percentages of "strongly disagree with discontinuation were obtained: principals, 75%, supervising teachers, 70%, interns, 47%, and beginning teachers, 60%.

These responses were also examined by employee category. The internship alternative most favored by principals was continuation of the current optional post-B.Ed. internship, with an average of 54% agreeing. Principals next supported the compulsory post-B.Ed. internship (41% agree), whereas they were generally less in favor of internship in the B.Ed. program, whether optional or compulsory. The preference pattern of supervising teachers was similar to that of principals, except that the equal second preferences of supervising teachers were compulsory post-B.Ed. and B.Ed. internship. Interns also tended to have the same order of preference as principals,

but they more strongly disagreed ("strongly disagree" and "disagree") with the optional B.Ed. internship alternative. The preference pattern for the 16 beginning teachers was different, with their highest percentage agreeing (53%) being compulsory B.Ed. internship. Their second highest percentage of agreement was associated with compulsory post-B.Ed. internship (44% agree).

Principals, supervising teachers, interns and beginning teachers all tended to agree rather than disagree with alternatives 5 and 6 relating to beginning teachers, except that beginning teachers tended to disagree (53%) that teaching load be reduced.

Three general comments, not directly related to the seven listed policy alternatives, were provided.

- P: The Province should pay for the internship.
- ST: Serving an internship year could become part of the hiring contract for school systems.
- I: The term "intern" may scare some B.Ed. graduates.

Permanent Certification (Tables 3.6 and 3.6a)

Over three-quarters of the principals and supervising teachers and about two-thirds of the interns and beginning teachers disagreed with the possibility that permanent certification be awarded following satisfactory completion of an internship. The vast majority of interns and beginning teachers favored permanent certification following internship and one year of satisfactory teaching. Principals tended to agree with the alternative of two years of satisfactory teaching rather than one following internship before granting permanent certification. The supervising teachers were more in favor of one year than two, but one-third of them favored the two-year alternative. Both the interns and beginning teachers disagreed with the two-year period.

The following comments were made during interviews:

- I: I'm working just as hard as a first-year teacher and I'm not given credit. It does hurt!
- I: The present arrangement says that one year of internship isn't worth anything and gives the internship a 'negative connotation.'
- I: The most negative point is no credit toward permanent certification.

Table 3.6

Percentages of Agreement and Disagreement with Alternatives for Permanent Certification
(Interviews in Schools)

Alternative for Permanent Certification	Principals (n = 43)		Supervising Teachers (n = 72)		Interns (n = 55)		Beginning Teachers (Former Interns) (n = 16)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Following satisfactory completion of internship	81	14	76	17	65	22	69	13
2. Following internship and one year of satisfactory teaching	35	37	17	68	9	84	6	88
3. Following internship and two years of satisfactory teaching	40	53	53	33	84	5	88	6

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

- BT: The biggest bone of contention is that it should count toward permanent certification.
- I: More B.Ed.s would be drawn to the internship if it had better benefits, e.g., credit for certification, and first chance for jobs.
- I: There should be some incentives for taking the internship.
- P: If the internship is compulsory, then the year should count.
- BT: The length of time needed for permanent certification should depend upon the principal's assessment of the intern.
- P/ST: The internship is not a total teaching experience; two years of independent teaching are needed before permanent certification.
- P: The necessary extra time depends upon the intern's program.
- P: One additional year is not enough if the teacher had a bad internship experience.
- P: Evaluation during the internship year, when the intern has a reduced teaching load and is involved in many other activities, is not adequate for permanent certification.
- P: Two years of teaching are needed to develop competence in many aspects.
- ST: I would like to see the internship as essential for permanent certification.

Salary of Interns (Table 3.7)

The overwhelming preference of each of the four interview groups was that interns should receive about 75% of the salary of beginning teachers. This figure was selected by 79% of principals, 82% of supervising teachers, 84% of interns and 94% of beginning teachers.

- 2ST/3I: The pay received should reflect the teaching load of the intern.
- I: The pay is not unreasonable. It beats not working at all.
- I: The present salary is fair.

Table 3.7
 Preferences about Salary of Interns
 (Interviews in Schools)

Percentage of the Beginning Teacher's Salary that Interns Should Receive	Principals (n = 43) %	Supervising Teachers (n = 72) %	Interns (n = 55) %	Beginning Teachers (Former Interns) (n = 16) %
25%	2	3	2	--
50%	14	7	2	6
75%	79	82	84	94
100%	5	8	13	--

P: The pay is low in view of the effort.

P: The pay should depend on the location, because rural costs are higher.

ST: We should not view interns as not working full-time just because they are not teaching full-time.

P/BT: Debt is a problem for new teachers, especially those with family responsibilities.

ST/2I: It is hard to live on \$15,600.

BT: The salary should be for 12 months.

Salary Grid Credit (Table 3.8)

Apart from small percentages of interns and supervising teachers who favored no salary grid credit for the internship year, the four interview groups were approximately equally divided in their opinions about whether that year should count for partial or full credit. The beginning teachers were more clearly in favor of full credit.

2ST: Interns should get full credit because it's a training year and you get credit for training.

ST: Beginning teachers with internship experience are better trained than those without but they receive the same salary.

P: A special salary grid category is probably needed for beginning teachers who have had internship experience.

P: The lack of salary credit is a "sore spot."

ST: Salary credit depends upon whether the internship is part of a B.Ed. program.

P: Salary credit should be proportional to the time spent teaching.

BT: Salary credit should depend upon the nature of the internship.

Development of Policy and Guidelines (Table 3.9)

The interviewees were asked to indicate their preference for degrees of responsibility/involvement of different organizations in developing policy and guidelines

Table 3.8
 Preferences about Salary Grid Credit for Internship Experience
 (Interviews in Schools)

Amount of Salary Grid Credit Awarded for Internship Experience	Principals (n = 43)	Supervising Teachers (n = 72)	Interns (n = 55)	Beginning Teachers (Former Interns) (n = 16)
	%	%	%	%
None	14	8	--	--
Partial	40	40	53	38
Full	47	51	47	63

Table 3.9
 Preferences about Degrees of Responsibility of Organizations in Developing
 Internship Policy and Guidelines
 (Interviews in Schools)

Organization	Major Responsibility				Some Involvement				Not Directly Involved				Did Not Answer			
	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT
	%				%				%				%			
1. Alberta Education	72	75	46	75	26	25	42	25	2	--	--	--	--	--	4	--
2. Alberta School Trustees' Association	5	4	--	13	56	60	56	50	40	33	38	38	--	3	5	--
3. Alberta Teachers' Association	19	31	44	50	63	64	53	44	19	6	--	6	--	--	4	--
4. Universities	21	33	20	50	65	60	58	44	14	7	18	6	--	--	4	--
5. School systems	53	51	35	44	44	44	53	50	2	4	9	6	--	--	4	--

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some" or "not directly."

P = Principals (n = 43); ST = Supervising Teachers (n = 72); I = Interns (n = 55); BT = Beginning Teachers (Former Interns) (n = 16)

for the internship program. Principals and supervising teachers tended to prefer "major responsibility" for Alberta Education, "some involvement" for the ASTA, ATA and the universities, although fair support was also offered for "major responsibility" of both the ATA and the universities and "no involvement" of the ASTA. The principals and supervising teachers tended to favor "major responsibility" for school systems slightly over "some involvement."

Responses of the interns showed less support for "major responsibility" of Alberta Education (46% compared with a mean of 74% for principals and supervising teachers) and school systems (35% and 52%), but more support for the ATA in this role (44% and 25%). The beginning teachers also showed more support for "major responsibility" of the ATA (50% compared with 25% for principals and supervising teachers and of the universities (50% compared with a mean of 25% for principals, supervising teachers and interns). Both the interns and beginning teachers indicated a slight overall preference for "some involvement" by school systems rather than "major responsibility."

Very few additional comments were made about this issue. Four respondents stated that the extent to which the universities are involved would depend upon whether the internship were to be in the B.Ed. program or were to be a post-B.Ed. experience.

Administration of the Internship (Table 3.10)

All four respondent groups heavily favored "major responsibility" of school systems in administering the internship (e.g., program plans, recruitment, selection, placement, professional development, monitoring evaluation and remediation of interns), with agreement ranging from 81% by beginning teachers to 98% by principals. Some support was also apparent for "major responsibility" being borne by Alberta Education and the universities, and, to a lesser extent, the ATA. However, "some involvement" was the most common response for Alberta Education, the ATA and the universities. "No involvement" was the most common response for the ASTA, although about 40% overall advocated "some involvement."

The responses to this question showed less variability among the four respondent groups than did the question on developing policy and guidelines. The most obvious differences were more support among supervising teachers and beginning teachers for assigning "major responsibility" to the universities, an equivalent level of support among supervising teachers for Alberta Education, and a preference among the principals for "no involvement" of the ATA.

Again, few comments were made, but these are important:

Table 3.10
 Preferences about Degrees of Responsibility of Organizations in Administering
 the Internship
 (Interviews in Schools)

Organization	Major Responsibility				Some Involvement				No Involvement				Did Not Answer			
	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT
			%				%				%				%	
1. Alberta Education	12	36	20	25	65	49	49	50	23	15	27	25	--	--	4	--
2. Alberta School Trustees' Association	--	3	2	--	35	43	42	25	65	51	51	75	--	3	5	--
3. Alberta Teachers' Association	2	15	16	19	56	68	64	63	42	17	16	19	--	--	4	--
4. Universities	19	31	16	38	58	49	53	50	23	19	27	13	--	1	4	--
5. School systems	98	89	84	81	--	10	11	19	2	1	2	--	--	--	4	--

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some" or "not directly."

P = Principals (n = 43); ST = Supervising Teachers (n = 72); I = Interns (n = 55); BT = Beginning Teachers (Former Interns) (n = 16)

- 2P/2ST: Responsibility of the universities in administering the internship depends upon whether it is part of a B.Ed. program.
- P: The universities should be involved because the B.Ed. graduate is an "unfinished product."
- ST: Involving the universities would give a broader perspective to the internship.
- ST: The universities have neither the time nor the money.
- ST: Administration and monitoring are the weakest parts of the whole program.
- I: The ATA should be a resource if you have problems.

Length of Internship (Table 3.11)

Over 90% of both the principals and supervising teachers favored a full year of internship. This was also favored by 82% of the interns and 69% of the beginning teachers, with 18% and 31% of these two groups favoring a half-year instead.

- 3P/3ST/I: A year provides the full cycle of school operations.
- 2ST: A year allows interns to see growth of children over the year.
- I: The full year allows time to experiment and establish new patterns of behavior.
- ST/I: A full year is best, with an option for discontinuation in the second half year after review.
- P/ST: A half year in one kind of school and a half year in another kind of school would be best of all.
- P: Only a year is economically feasible.
- I: A half year provides difficulties in employment for the rest of the year.
- P: The intern should have the option of an extra year if the first year was not satisfactory.
- ST: Interns should have the chance of continuing their internships until they obtain employment.

Table 3.11
 Preferences about Length of Internship
 (Interviews in Schools)

Length of Internship	Principals (n = 43) %	Supervising Teachers (n = 72) %	Interns (n = 55) %	Beginning Teachers (Former Interns) (n = 16) %
1. Quarter year	--	1	--	--
2. Half year	7	3	18	31
3. Full year	91	94	82	69
4. More than one year	2	1	--	--
5. Other (specify)	--	--	--	--
6. No opinion	--	--	--	--

P/I: Interns should have the option of accepting teaching positions during the internship period.

BT: A half year is enough. I felt confident by Christmas.

ST: Five months is OK, with an optional additional five months if needed.

I: If optional, as now, then a half year is OK. If in the B.Ed. program, then a full year is needed.

Teaching Load (Table 3.12)

Each respondent was asked to express preferences about Provincial Guideline prescription of the teaching load for interns--compared with the teaching load of a full-time teacher--at the beginning, about mid-way and approaching the end of the internship period.

About 7-8% overall considered that there should be no Provincial Guidelines for these three stages and several beginning teachers provided reasons why guidelines are not needed. However, most interviewees favored guidelines specifying an increase in teaching load during the internship year. The highest percentages of principals and supervising teachers (37% and 44%) supported an initial 20-39% loading, although the 40-59% and 60-79% ranges also received substantial approval. With regard to the mid-way phase, greatest support among all four groups was for the 60-79% teaching load alternative, with the lowest level of support being 42% (principals) and the highest level 55% (interns). There was even greater support for the 80%-and-over alternative for the time near the end of internship, with percentages in favor ranging from 63% (beginning teachers) to 71% (interns); about one-quarter, however, selected the 60-79% alternative.

These comments were made about the beginning and final phases:

P: The initial load should not be too little because some interns are ready to take responsibility right away.

P: They need to "feel the pressure" early but not be "snowed under."

ST: Should focus on "quality guidance" rather than total immersion at the beginning.

2ST: Interns should know near the end of the year what a full teaching load is like.

Table 3.12

Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers, at Beginning, Middle, and End of Internship
(Interviews in Schools)

Stage of Internship	Teaching less than 20%				Teaching 20-39%				Teaching 40-59%				Teaching 60-79%				Teaching 80% and over				Left Blank or No Guidelines Needed			
	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT
	%				%				%				%				%				%			
At the beginning of the internship	5	8	2	6	37	44	31	31	26	22	42	44	26	17	18	--	--	7	2	6	7	1	5	13
About mid-way through the internship	--	--	--	--	--	3	--	--	28	28	24	31	42	53	55	44	21	15	18	13	9	1	4	13
Approaching the end of the internship	--	--	--	--	--	--	--	--	2	1	4	--	21	26	22	25	65	69	71	63	12	3	4	13

P = Principals (n = 43); ST = Supervising Teachers (n = 72); I = Interns (n = 55);
BT = Beginning Teachers (Former Interns) (n = 16)

ST: The load at the end should depend upon how the intern is coping; no guideline is needed.

BT: I liked the last part best when I taught almost full-time.

2P/2ST/I: The teaching load should depend upon the competence of the intern.

BT: Strict guidelines could be a disadvantage to competent interns.

ST: We need guidelines, but they shouldn't be too rigid.

ST: It should depend on the intern and the supervising teacher.

P: The load should depend upon local circumstances, but some guidance is needed.

I: The teaching load should depend upon the pay rate and how much student teaching was done.

Three supervising teachers and two interns considered that definite guidelines are needed to prevent abuse of interns. One principal noted that changing the teaching load during a school year produces logistical problems. Three principals and one intern advocated a realistically high teaching load; otherwise, the interns could feel as if they are little more than student teachers.

Activities of Interns (Tables 3.13 and 3.13a)

All of those interviewed were asked to indicate the extent of their agreement with the suggestion that Provincial Guidelines should require involvement of interns in 15 activities during the period of internship.

The average extent of agreement ("strongly agree" and "agree") for all four groups exceeded 80% for eight activities: teaching at different grade levels; teaching the same class or classes for a period of several months; professional development activities at the system and/or Provincial level; professional development activities at the school level; interviews with parents about progress of students; field trips; school committee meetings; and interacting with other interns in formal workshops focusing on the internship. There were 70-80% levels of support for inclusion of three further activities: observation, analysis and discussion of teaching at different grade levels; observation, analysis and discussion of teaching in different subject areas; and teaching in different subject areas. For the four other listed activities, an average of

Table 3.13

Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate
(Interviews in Schools)

Activities	Principals (n = 43)		Supervising Teachers (n = 72)		Interns (n = 55)		Beginning Teachers (Former Interns) (n = 16)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Observation, analysis and discussion of teaching at different grade levels	12	79	6	79	15	71	6	88
2. Observation, analysis and discussion of teaching at different subject areas	7	91	7	79	24	65	6	88
3. Teaching at different grade levels	9	84	8	76	9	80	--	81
4. Teaching in different subject areas	7	91	10	83	15	62	6	81
5. Teaching the same class or classes for a period of several months	2	88	3	90	--	93	6	81
6. Organization of extra-curricular activities	16	72	11	64	18	65	19	69
7. Professional development activities at the system and/or Provincial level	5	93	4	83	5	89	--	94
8. In-school professional development activities	2	98	3	94	5	93	--	94
9. Interviews with parents about progress of students	5	93	3	94	4	89	--	100
10. Field trips	7	91	7	81	7	82	--	94
11. School committee meetings	5	91	7	92	2	82	--	88
12. Observation of the work of school administrators	9	67	6	67	31	44	19	56
13. Assistance in the library or resource room	26	37	26	33	45	29	31	33
14. ATA teacher induction activities	12	67	24	60	18	55	19	50
15. Interacting with other interns in formal workshops focusing on the internship	2	93	4	92	9	82	--	100

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

68% agreed that the Provincial Guidelines should specify the organization of extracurricular activities. About 59% agreed with specification of observation of the work of school administrators, counsellors and support staff, and 58% agreed with inclusion of ATA teacher induction activities in Provincial Guidelines. Only 33% agreed that assistance in the library or resource room should be mentioned. The data in Table 3.13a (Appendix E) reveal that high percentages of the respondents in various categories "strongly agreed" that several of the 15 internship activities should be in the Provincial Guidelines. The two major differences among the four groups were the high percentages of "disagreement" among interns concerning (a) assistance in the library or resource room and (b) observation of the work of school administrators, counsellors and support staff.

Several made comments about the interns' teaching activities:

- P: Interns should teach in at least two subject areas.
- P: It's difficult to fit interns into teaching classes for which the supervising teachers are responsible.
- P: Teaching at different grade levels is difficult at the ECS level.
- ST: You mustn't chop and change the intern's grade levels each month.
- ST: Interns do need their own classes and responsibility.
- ST: Continuity with one class is essential for pupils to see the intern as the teacher.
- ST: Maybe I should let her [the intern] do more teaching.
- ST: The intern should teach 3-4 months at the most with one class.
- I: There is a lot of discontent because of lack of freedom and not having your own class.
- I: It's too soft at the beginning. Interns do not have enough independent responsibility.
- BT: The intern should ideally have a class or section of a class for part of the time, and be responsible for planning, teaching and reporting; the supervising teacher would be available to help.

2BT: Continuity with one or more classes is essential.

However, two principals raised concerns about the views of parents. One stated that parents want to talk to the teacher responsible for their children--not to an intern. Another didn't want to give a class to an intern for three or four months because parents might object.

Two principals, two supervising teachers, and two beginning teachers considered that observation, analysis and discussion of others' teaching can be overdone, as it is really a student teaching activity. Only a few remarks were made about the other specified activities:

P: Interns should be treated the same as regular teachers in some respects, e.g., professional development.

P: Interns should have the same professional experiences as regular teachers with the same responsibilities, including parent interviews.

ST: Involvement in professional development activities may depend on the intern's teaching subjects.

P/ST: Extracurricular activities should not be "dumped" on interns.

ST: Involvement with the library should depend upon the interest of the intern.

I: Our effective teaching workshop (half a day every two weeks) is excellent.

Although there was wide support for the suggestion that Provincial Guidelines require workshops for interns that focus on the internship, some interviewees were critical of these gatherings:

ST: Internship workshops can focus too much on formal teaching, whereas other matters--especially social--are neglected.

I: The existing workshops with other interns are not useful.

I: Workshops on interview strategies and reflective thinking could be held at the end of the internship.

BT: Last year's interns' meetings were not well conducted.

BT: Last year's interns' workshops focused on

effective teaching which we learned at university. They were a "complete waste of time"; we should have concentrated on the internship.

Several interviewees spoke about the dilemma inherent in the need for provincial control to protect interns while at the same time providing local flexibility.

P: Need some Provincial protection and some local decision making.

I: Guidelines should describe desirable activities but leave the actual decisions to local administrators and teachers.

ST: We must be careful not to overload the intern.

ST: Guidelines are necessary to prevent the intern from being "used" by the school.

BT: More direction about the work of interns is needed.

BT: Better control of the internship experience is required; they are not relief teachers.

Several also commented on the need for flexibility in the intern's activities:

P/I: Some activities such as field trips, extracurricular and library should be voluntary.

P/2ST/I: Activities should depend upon the intern's specialization, capabilities and needs.

BT: Activities should not be mandated.

These additional general aspects were mentioned.

P: The internship activities should be geared to the needs of the intern, and not to the needs of the school.

P: The internship should be an exploratory year.

P/I: Each intern should not be assigned to more than one school.

ST: I got many requests for use of the intern as soon as he started work.

ST: The intern should not have very repetitive work.

I: We have to guard against the image of student teacher.

BT: Directed activities should not occupy 100% of the intern's time; preparation time is also needed.

Accountability of Interns (Tables 3.14 and 3.14a)

Most principals (91%) and supervising teachers (85%) agreed with the proposition that interns should be directly accountable to principals. Interns (60% agreed) and beginning teachers (69%) supported this proposition. None of those interviewed directly addressed the accountability issue beyond reinforcing their numerical ratings, but four comments related to this issue:

- P: Supervising teachers need to develop ownership of the internship program because they can contribute more than anyone else.
- P: Supervision of interns by supervising teachers is one of the most difficult aspects.
- ST: In a large school, the principal gives authority to the supervising teachers; I like that.
- BT: The supervisors should be teachers, not principals.

Number of Supervising Teachers (Tables 3.14 and 3.14a)

When asked for their opinions about whether the intern should have one supervising teacher or two to four supervising teachers, all respondent groups slightly favored the higher number, on average 60% vs. 55%. Only the interns, as a group, were more in support of the practice of having one supervising teacher; even there the difference was slight (58% vs. 56%).

These comments directly addressed the "number" issue:

- P: Variety in supervising teachers is important.
- P: Not more than three supervising teachers would be best.
- P: The major involvement should be with one supervising teacher at one grade level.
- 2P: The number of supervising teachers may depend on the subject area and grade levels; e.g., only one may be required if teaching French in elementary school.
- P/ST/I/BT: Not more than two supervising teachers.

Table 3.14

Percentages of Agreement and Disagreement with Approaches to Supervision of Interns
(Interviews in Schools)

Aspect of Supervision	Principals (n = 43)		Supervising Teachers (n = 72)		Interns (n = 55)		Beginning Teachers (Former Interns) (n = 16)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Directly accountable to the principal	9	91	8	85	20	60	19	69
2. One supervising teacher	30	51	32	54	31	58	44	56
3. Two to four supervising teachers	28	60	19	60	29	56	25	63

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

ST: One main supervising teacher is essential.

ST: Last year's intern appreciated having several supervising teachers.

ST: More than one supervising teacher permits different points of view.

2ST: It's difficult to have two masters.

ST: Can spread the intern across too many supervising teachers.

ST: Not more than six supervising teachers per intern.

ST: The intern should have some say about the number.

ST/I: Two many supervising teachers may be difficult for the intern.

2ST/I: The number should depend on the local situation.

I: Four supervising teachers are sufficient.

I: I like working with one supervising teacher because I know my responsibilities. I have heard horror stories of interns having too many.

I: A personality clash could affect the entire internship if there is only one supervising teacher.

The following observations were also relevant:

P: The interns must not be rotated among supervising teachers after only small cycles.

P: Interns should work with the subject specialists.

ST: If more than one supervising teacher is involved with an intern, then they should meet weekly.

ST: The interns in senior high schools should be rotated after one semester.

ST/I: It's good to see the different styles of several supervising teachers.

I: I would like to choose my supervising teacher after working with several teachers.

A variety of additional comments and suggestions were made about supervising teachers and their work with interns:

- P: It may be better if the teacher in charge of interns were not the supervising teacher--e.g., a vice-principal.
- P: A "coaching team" approach to the internship is critical.
- ST: We must be honest with interns about their performance.
- ST: The interns must be with "master teachers"--this is not always done now.
- ST: If a personality conflict occurs between the supervising teacher and intern, then some avenue for change is needed.
- ST: Both the supervising teacher and the intern need a source of help if the program is not going well.
- ST: I don't really supervise the intern--this is done by the principal. I was surprised to learn that some teachers actually supervise interns in their schools.
- ST: A university contact person and the supervising teacher should meet prior to the school year to discuss the intern.
- I: The intern and the supervising teacher must get on well.
- I: Placements of interns must be arranged carefully.
- I: I like it when the supervising teachers just "drop in" but mostly leave me alone.
- I: The success of the internship is based on rapport and communication with the supervising teacher.

Feedback to Interns (Tables 3.15 and 3.15a)

The majority of each respondent category "strongly agreed" that Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance. When the "agree" and "strongly agree" categories were combined, these percentages were obtained: principals 88%, supervising teachers 97%, interns 93% and beginning teachers 100%. Few comments were made on this matter. One intern stated that he appreciated the professional feedback and evaluations, another concluded that he "would like some occasional feedback" and a third saw many interns as arrogant and unwilling to accept help.

Table 3.15

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Interviews in Schools)

Possible Guideline	Principals (n = 43)		Supervising Teachers (n = 72)		Interns (n = 55)		Beginning Teachers (Former Interns) (n = 16)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	5	88	--	97	2	93	--	100
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	28	53	6	82	9	75	6	81

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Criteria for Evaluating Interns (Tables 3.15 and 3.15a)

Supervising teachers, interns and beginning teachers strongly supported the proposition that Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta; the percentages were 82%, 75% and 81%, and the percentages who replied "strongly agree" were 50%, 40% and 63%. The principals showed lower support for this proposition, with 53% "agreeing" and only 19% choosing "strongly agree." Comments were added by many respondents:

- 6P: The evaluation guidelines for interns should be the same as for teachers in the school systems.
- P: Any Provincial criteria should be set jointly by school systems and the universities.
- 2ST: It's impossible to produce a complete set of criteria to cover all situations.
- ST/I: There need to be different sets of evaluative criteria in schools of different types and with different grade levels.
- ST: Provincial criteria are a help with a new program.
- ST: Better guidelines are needed for the evaluation of interns.
- ST: Would like to have each system develop its own forms for the evaluation of interns.
- I: Any Provincial evaluation guidelines should not be too specific.
- I: A Provincial standard set of criteria would ensure that all interns would have to meet the same requirements in terms of variety of experience.
- I/BT: Internship activities would have to be prescribed if standard criteria are to be used.
- BT: Provincial criteria are good, but keep some flexibility for schools.
- BT: Provincial Guidelines wouldn't work because of different internship assignments.

Formal Evaluation of Interns (Tables 3.16 and 3.17)

Involvement of different personnel (Table 3.16). Principals and beginning teachers tended to favor more extensively than any other employee group the involvement of principals (or other in-school administrators) in formal evaluation of interns. Means of their responses were 4.65 and 4.56 on a five-point scale ranging from 1 ("not at all") to 5 ("to a large extent"). However, both groups also supported substantial involvement of supervising teachers, with means of 4.30 and 4.11. This order was reversed for supervising teachers and interns, whose response means for extent of involvement by supervising teachers were 4.48 and 4.56, and of involvement by principals, 4.11 and 3.80. All four groups preferred much less involvement for both central office supervisors and superintendents (or designates), with means ranging from 2.30 to 2.62.

Final authority (Table 3.17). All interviewees were asked: "Who should have the final authority for the formal (written) evaluation of interns?" Among the principals, 77% selected the principal (or other in-school administrator). The other three groups showed support both for principals and supervising teachers, with principals (or other in-school administrators) being selected by 49% of the supervising teachers, 35% of the interns, and 50% of the beginning teachers, and supervising teachers by 38% of the supervising teachers themselves, 56% of the interns and 38% of the beginning teachers in the study. The percentages favoring superintendents ranged from only 5% (interns) to 13% (beginning teachers). Three supervising teachers selected a central office supervisor, and about 5% selected others or some combination of the categories, most frequently the school principal and supervising teacher together.

The following comments were made about the personnel involved in formal evaluation of interns:

- 2P: The superintendent and/or central office staff should be involved only if a serious problem occurs.
- P: Supervising teachers are reluctant to be involved in evaluation.
- ST: Principals should be involved because they have perspectives different from those of supervising teachers.
- ST/BT: Central office staff would not know the intern sufficiently well to evaluate fairly.
- ST: Supervising teachers should have the final authority for evaluation because they are most directly involved.

Table 3.16

Preferences about Extent of Involvement of Different Personnel
in Formal Evaluation of Interns
(Interviews in Schools)

	Principals (n = 43)	Supervising Teachers (n = 72)	Interns (n = 55)	Beginning Teachers (Former Interns) (n = 16)
Personnel	Mean	Mean	Mean	Mean
1. Principal or other in- school administrator	4.65	4.11	3.80	4.56
2. Supervising teachers	4.30	4.48	4.56	4.13
3. Central Office supervisor(s)	2.51	2.35	2.62	2.20
4. Superintendent (or designate)	2.29	2.17	2.44	2.56

The scale used was 1 "Not at all" to 5 "To a large extent."

Table 3.17

Preferences about Final Authority for Formal Evaluation of Interns
(Interviews in Schools)

Evaluator	Principals (n = 43)	Supervising Teachers (n = 72)	Interns (n = 55)	Beginning Teachers (Former Interns) (n = 16)
	%	%	%	%
1. Principal or other in- school administrator	77	49	35	50
2. Supervising teachers	9	38	56	38
3. Central Office supervisor(s)	--	3	--	--
4. Superintendent (or designate)	9	6	5	13
5. Other, or a combination	5	6	4	--
Total	100	100	100	100

The scale used was 1 "Not at all" to 5 "To a large extent."

- 2I: The size of school should determine who evaluates; in a large school it should be the supervising teacher.
- I: Involve central office staff if the intern so wishes.
- I: The supervising teacher can do the evaluation if the relationship with the intern is good.
- BT: Principals should formally evaluate only when they are closely involved with the internship program.

In addition, some supervising teachers noted that interns are probably over-evaluated in comparison with beginning teachers, that giving a negative evaluation is difficult, that an appeal process is needed, and that "evaluating the intern was one of the hardest things to do last year."

Supervising Teachers

Opinions and responses concerning supervising teachers are presented under the headings of Qualifications, Teaching load, Training and Selection.

Qualifications (Tables 3.18 and 3.18a). All four respondent groups agreed--with the majority of those choosing "strongly agree"--with the possible Provincial Guidelines that minimum academic qualifications and minimum competency criteria be specified for supervising teachers. The greater extent of disagreement concerned the minimum academic qualifications; 19% of principals disagreed with this possibility. A few remarks were added.

- ST: Supervising teachers should have at least five years of successful teaching in Alberta.
- ST: How do you choose supervising teachers from all teachers in large departments in senior high schools?
- I: Teachers should be evaluated for suitability as supervising teachers.
- I: We must ensure that supervising teachers are competent.
- I: My best supervisor does not have a degree.

Table 3.18

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about
Supervising Teachers
(Interviews in Schools)

Possible Guidelines	Principals (n = 43)		Supervising Teachers (n = 72)		Interns (n = 55)		Beginning Teachers (Former Interns) (n = 16)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Specification of minimum academic qualifications for supervising teachers	19	77	10	81	11	82	13	75
2. Specification of minimum competency criteria for supervising teachers	7	93	7	88	4	93	--	100
3. Specification that supervising teachers be given a reduced teaching load	51	40	42	43	40	42	50	31
4. School systems should be responsible for providing supervisory training for supervising teachers	9	84	6	83	13	75	19	63
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	37	47	26	64	27	51	31	31

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Teaching load (Tables 3.18 and 3.18a). On average, about 39% of respondents agreed and about 46% disagreed with the proposition that Provincial Guidelines should specify that supervising teachers be given reduced teaching loads. The percentages agreeing varied from 31% (beginning teachers) to 43% (supervising teachers), and the percentages disagreeing were from 40% (interns) to 51% (principals). This topic generated a substantial number of reactions:

P/8ST/I/BT: A reduced load is not necessary. The intern reduces my load.

P: A reduced load? Yes, but havoc would result!

ST: Interns do not really provide the supervising teachers with released time, as some think.

2ST: How could supervising teachers be given a reduced teaching load in elementary schools?

ST: The extent to which the load is reduced depends upon how the intern is supervised.

I: The supervising teachers do need released time to confer with interns.

BT: Perhaps supervising teachers should get a salary increase, regardless of any released time.

Training (Tables 3.18 and 3.18a). Principals and supervising teachers supported the view that Provincial Guidelines should specify that school systems be responsible for providing supervisory training for supervising teachers: 84% of principals and 83% of supervising teachers agreed, with supervising teachers tending to "strongly agree" more than did principals. Somewhat less support was obtained from the interns (75% agreed) and the beginning teachers (63% agreed).

A second proposition, that training in the form of short courses or university classes in supervision and effective teaching be required of all supervising teachers, was not viewed as favorably: 47% of principals, 64% of supervising teachers, 51% of interns, and 31% of beginning teachers agreed with the proposition, whereas 37%, 26%, 27% and 31% disagreed.

Several comments and suggestions were added:

P: Required training of supervising teachers "could be totally unworkable."

P: Alberta Education should provide the money for training supervising teachers.

P/3ST: Short courses are adequate; we don't need university courses.

ST: Even though I would be ineligible, required training of supervising teachers "would give more credence to the program."

3ST: I would have liked some training.

ST: Training in supervision is worth aiming for in the long run.

ST: A course in effective teaching should be required of all supervising teachers.

3I: Required training of supervising teachers may be a disincentive.

I: The crux is that the training of supervising teachers has been neglected.

I: Supervising teachers do not need training if the competent are picked.

I: Supervising teachers need more specific guidelines (and better guidelines).

I: The effective teaching program is essential for all supervising teachers.

I: Some supervising teachers are unsure of their role.

I: A lot of supervising teachers don't know what's going on.

BT: University training of supervising teachers would provide an excellent link between school systems and the universities.

Selection (Table 3.19). All four respondent groups clearly identified the principal as the individual who should be most involved in selection of supervising teachers. Using a 5-point scale from 1 ("not at all") to 5 ("to a large extent"), the means for involvement of the principal were as follows: principals 4.93, supervising teachers 4.78, interns 4.58, and beginning teachers 4.69. Generally, the respondents had teachers in the school and the superintendent of schools as having the next greatest involvement; this order of mean levels of support was obtained--principals (2.91 in favor of teachers and 2.93 for the superintendent), supervising teachers (3.18 and 2.90), interns (3.36 and 2.98) and beginning teachers (3.50 and 3.00). Substantially lower means were usually found for the

Table 3.19

Preferences about Extent of Involvement of Individuals or
Organizations in Selection of Supervising Teachers
(Interviews in Schools)

Individual/ Organization	Principals (n = 43)	Supervising Teachers (n = 72)	Interns (n = 55)	Beginning Teachers (Former Interns) (n = 16)
	Mean	Mean	Mean	Mean
1. Principal	4.93	4.78	4.58	4.69
2. Teachers in the school	2.91	3.18	3.36	3.50
3. Superinten- dent (or designate)	2.93	2.90	2.98	3.00
4. Alberta Regional Office of Education	1.48	1.69	2.04	1.44
5. Alberta Teachers' Association	1.35	1.55	1.93	1.50
6. Universities	1.93	2.27	1.93	2.63
7. Alberta School Trustees' Association	1.16	1.36	1.48	1.44

The scale used was 1 "Not at all" to 5 "To a large extent."

extent of this involvement by Regional Offices, the ATA, the universities and the ASTA; these ranged from 1.16 to 2.63 on the 5-point scale. Only three comments were forthcoming on this question:

- ST: Communication between universities and the schools is very important in selection of supervising teachers.
- I: Involving Regional Office staff in selection could ensure that supervising teachers are properly qualified.
- I: Interns should be involved in selecting their supervising teachers.

Value of Internship (Table 3.20)

Respondents were asked to "rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher" on a scale from 1 ("no value") to 10 ("highly valuable"). These means were obtained: principals 9.07, supervising teachers 9.03, interns 8.07, and beginning teachers 8.13. A response of 10 was the most common response for principals (44% chose 10), supervising teachers (47%) and interns (29%, with another 25% choosing 9). The most common rating selected by beginning teachers was 8; 44% choosing this value. At least 2% of respondents in each category assigned ratings of 5 or lower, with 9% of interns choosing either 2 or 3. The distributions clearly show that the internship was generally rated very highly by all respondent groups but that some experiences were seen as less than desirable. Many comments were made, the majority of which were about the value of the internship program. These comments are presented first, followed by remarks about problems, guidelines, and other general matters.

Value to interns. The following general comments were provided:

- P: Invaluable.
- P: I hope that the internship program continues and becomes part of overall teacher preparation.
- P: Tremendously valuable.
- P: Very valuable. Last year's two interns gained a great deal of insight into teaching.
- P: It's the best thing we've done.

Table 3.20

Perceptions about the Value of Internship as a Means of Facilitating
the Transition from Student to Professional Teacher
(Interviews in Schools)

Value	Principals (n = 43) %	Supervising Teachers (n = 72) %	Interns (n = 55) %	Beginning Teachers (Formerly Interns) (n = 16) %
10 Highly Valuable	44	47	29	19
9	33	25	25	19
8	12	15	15	44
7	5	6	13	--
6	2	--	7	13
5	2	3	--	6
4	--	1	--	--
3	--	--	5	--
2	--	--	4	--
1 No Value	--	--	--	--
Unable to judge, or no response	2	--	2	--
Mean	9.07	9.03	8.07	8.13

- P: I hope that we don't lose it because of Provincial cutbacks.
- P: Would like another intern next year.
- P: A good program which will help starting teachers to become more effective.
- P: All who have used the internship program have benefited from it.
- P: I'd like to see it continue.
- P: I think it's an excellent program. The opportunity to work with a highly trained teacher is invaluable.
- ST: Last year's intern learned an incredible amount.
- ST: A positive experience.
- ST: The degree does not make a teacher.
- ST: I'd love to have another intern next year.
- ST: It's a great way for them to cut their teeth.
- ST: Excellent program!
- ST: I would highly recommend continuation of the internship.
- ST: Being "taken under the wing" is a nice buffer for the intern.
- ST: This is an excellent way for young new teachers to break into the teaching profession.
- ST: I think it is an excellent program. It does the job so much better than student teaching.
- ST: Wonderful program!
- ST: I'm very much in favor of the program.
- ST: Personally, I have the highest regard for this endeavor.
- ST: It would be unfair and unfortunate to abandon it now, just when the kinks are being worked out.
- ST: I hope that the internship program will continue. It is much easier to become a better teacher faster if you have the internship opportunity.

- I: The internship is an excellent program for transition from practicum to a full-time teaching position.
- I: An excellent experience. I found that the university did not prepare me for many of the skills I need, e.g., supervision of students and classroom management.
- I: It is a good learning experience.
- I: It certainly is an incredible learning experience. It should be incorporated into teacher training.
- I: It is very valuable, but I don't know whether teaching full time wouldn't do as much for me.
- I: I'm enjoying my experience. I'm being given responsibility and support in what I'm doing. I know where my back-up people are if I need them.
- I: The internship is worth 200 of those B.Ed. courses.
- I: I was initially against the internship, but now I think it is valuable.
- I: It's personally really valuable.
- I: The internship is a real experience: the practicum is a survival experience.
- BT: It was great for me. Just super!
- BT: A really good experience.
- BT: Valuable experience.

Further remarks were made about the value for interns of specific aspects of the internship:

- P/3I: Professional development programs are very valuable.
- 3I: Interns can learn practical classroom skills.
- ST: Intern can see the day-to-day grinding hard work that is the teacher's job; can see the student motivational and behavioral problems over a long period of time.
- P/2ST/I: Intern is exposed to different teaching styles and methods and can try out ideas and develop successful methods/styles.

ST: Intern has an opportunity to develop and refine conferencing skills.

3P/ST: Interns teach their own classes; the practicum does not allow this. Interns have the full spectrum of responsibility and experience many facets of learning.

ST: The intern develops associations which can provide a useful future support system.

ST/2I: Interns have a chance to see and understand how the school works as a "whole."

I: It gives me confidence.

I: It is a great help in acquiring learning materials.

P: The internship results in a great advantage when seeking employment.

P: The program allows for flexibility and time for reflection.

P: The program has a tremendous impact on heightening the awareness of central office staff, parents, etc., as to what constitutes the formation of good teachers.

P: It has great potential for working with universities to lessen the gap through creative, cooperative activities in professional development, selection, requalifying, etc.

Several interviewees commented that an internship allows for selection of better teachers. Two supervising teachers and one intern mentioned that the internship program would help to eliminate poor teachers before they are hired. Three principals, four supervising teachers and two interns spoke of the opportunity provided for interns to "self-select" themselves out of teaching.

One intern who gave the value of the internship program a low rating did so because of a perception that it essentially provides "cheap labor."

Three supervising teachers related the internship to their own experiences:

ST: I just wish that the internship had been in vogue when I became a teacher. It was horrendous! I was preparing six different high school subjects!

ST: I wish it had been in effect when I graduated.

ST: Would have loved to have had the internship experience myself.

Others related the internship to the experience of beginning teachers:

P: The beginning teacher we have who was an intern last year moved right away into teaching. She knew what was wanted for the children and how to go about it.

P: The beginning teacher experience is overwhelming.

P: The internship allows for more professional growth than does beginning teaching.

2ST: The support for interns can reduce stress and be better for school students than is the usual practice with beginning teachers.

ST: I think that the beginning teachers who go directly into the schools have far too much work and too much pressure.

I: The transition for interns is no better than that of beginning teachers; they learn the same things.

BT: The first month of first-year teaching was much busier than the internship, but my internship made it less stressful.

Value to supervising teachers. Many supervising teachers commented on the additional value of the internship program to themselves and one intern made this point. Three aspects were emphasized: (1) supervising teachers learn what it's like to work with other teachers; (2) supervising teachers are stimulated and rejuvenated; (3) supervising teachers change their approaches and perspectives; (4) supervising teachers "articulate their programs much more clearly"; (5) supervising teachers become more reflective; and (6) supervising teachers received "a shot in the arm" by being recognized and "valued again."

Value to schools. Several also spoke about the value of interns for their schools.

4P: The addition of a younger teacher makes for better age-group contact.

P/ST: The program is of benefit to the school.

P/ST: It is of great value to the students.

P/ST: It provides flexibility for small group instruction.

P/ST: It works excellently in a split-class arrangement.

2P/ST: It adds new ideas to our school.

P: Service obtained from the intern is well worth the cost to each school.

P: We were able to offer a French program because of the intern's qualifications.

2P: More interaction occurred among teachers because of the presence of the intern.

P: Discussion of teaching at our school has shifted towards philosophical and academic levels.

ST: Our extracurricular activities have really benefited.

Problems

Many operational problems with the internship were identified during the in-school interviews. Although these were more the focus of the July 1986 report on in-school evaluation, mention of the problems raised in this phase was deemed to be valuable.

Guidelines. Principals, supervising teachers and interns expressed concern about various aspects of the existing Provincial Guidelines. The following comments are indicative:

P: Why impose unnecessary guidelines?

P: Legal responsibilities should be clarified.

2ST: Guidelines have to be flexible.

ST: Greater specificity is needed concerning interns' assignments and performance.

3I: The Guidelines are not followed.

Hiring. Four principals, one supervising teacher and six interns talked of problems relating to post-internship employment, especially owing to the need for interns to put up with low salary and several other "hardships" during the internship. One intern perceived that asking for

recommendations for employment elsewhere presents difficulties. Others saw problems in the competition among interns and recent B.Ed. graduates to obtain jobs.

Misuse and differing perceptions of the status of interns. A number of statements by interviewees addressed this general problem area.

2ST: There is not enough awareness that the intern is a "degreed" teacher.

ST: We need to guard against abuses of interns; they are not teachers' aides.

ST: Each school seems to do its own thing.

ST: Pupils and parents "know who's boss"; they go to the supervising teacher rather than the intern.

I: My assignment is in an area for which I am not qualified and in which I shall not teach.

2I: Some interns are teaching almost full time with little supervision. How do interns know if they have a real internship situation? Being critical could hinder their chances of employment.

I: My load is very heavy: I teach too many subjects in too many grades.

I: It's difficult; I am a teacher but not a teacher.

I: Interns don't have the same respect as teachers have. It's a very demeaning job.

I: You don't see all of the classroom tasks if you don't have your own class.

Attitudes of supervising teachers. One principal, one supervising teacher and two interns observed that supervising teachers are reluctant to "let go" of the classes that they teach, so the interns are never really in charge. A supervising teacher confessed that "One problem is that I'm bored--I'm detached. I don't get enough contact with the kids. That's why I'm teaching." However, some noted that prudent use of team teaching can overcome these problems.

Other problems. Several other problems were also identified in the interviews.

ST/I/BT: The internship program should be promoted in the community; its benefits and rationale and the role of interns need to be better understood.

P: Interns should not be counted as part of the staffing establishment when teacher-pupil ratios are calculated.

P/ST: The differences between city and rural internship programs must be recognized, and more financial assistance needs to be provided in rural areas.

ST/I: Substitutes should be provided when interns are away, to demonstrate the nature of intern's responsibility.

P: Some people are concerned that students' performance on the Grades 3 and 6 Provincial Achievement Tests could be affected if they are taught by interns.

ST: Supervising teachers must be involved in hiring interns.

P: The profession has a responsibility to help train new professionals, but this is not widely accepted.

Detailed Comments of Beginning Teachers

The beginning teachers, all of whom had been interns in 1985-86, were invited to describe and assess their internship experiences. Six of their detailed comments--some verbatim and some paraphrased--show a variety of experiences and reactions; they are presented in full, on account of their importance for this evaluation. (Some parts of their statements have been deleted to preserve confidentiality.)

BT1

My experience as an intern was an excellent one! I have only positive comments to make about my individual program. I interned with superb teachers. Throughout the year I was responsible for _____ and a _____ program. As the year progressed, I became more involved in various other subjects and in extracurricular activities. Having the responsibility for a specific subject year-round gave me the opportunity to plan yearly (which we did not do in

practicums) as well as weekly and daily planning. I accumulated a number of excellent ideas and resources from my colleagues. If a beginning teacher could be involved in a program as broad and fulfilling as the one I participated in, I would highly recommend it to them!

BT2

When I was going through the internship I did not feel that positive about it. I was in a position where I was teaching about 90% right from day one with no help from the supervising teacher. I was upset about the situation. I spoke to the central office supervisor--who was sympathetic--there wasn't a lot _____ could do. Nobody wanted to make waves. Now when I look back at it, it was a good experience. I was considered part of the staff--not as an intern. Relationships with students were great. It was a trial and error experience. It was a first-year teaching experience for me.

BT3

I was in complete control of the classroom right from the start--they were my classes from the beginning. I taught a variety of subjects and had some throughout the year. I feel it was the only way I would have accepted it since I came out fully qualified. I had a good balance between freedom and cooperation. At the system level I feel there were and are some problems. For example, if the school hadn't been flexible and had stuck with the guidelines I would have been frustrated. The program assumes you are not qualified. As long as I'm qualified after the B.Ed. (without internship) then I should not be treated as though not qualified. "He's just like one of us,"--but I'm not "just like." I am one--an equal, fully qualified. I found this frustrating. I don't regret the decision. But it wasn't really voluntary in that I didn't have a real option. Although I was teaching virtually full-time (85%) I did not feel I was being taken advantage of. I feel it was an excellent educational experience for me.

BT4

The internship program provided me with the opportunity and experience to teach in most subject areas in both divisions one and two. As a first-year teacher one needs much guidance and help and both were provided in the program. The teachers I worked with were there to discuss and help me with long-range plans, short-range

plans, unit plans, etc. Yet they both gave me full responsibilities (as a regular classroom teacher). Not only did I teach and plan for the areas I was responsible for, but I was also responsible for evaluations, report cards, and parent-teacher interviews. Having a full-time teaching position this year allows me to justly say that as an intern I worked full-time with all the responsibilities of a regular teacher except for filling out the register. Thus I did get the full picture of what being a full-time, regular teacher really involves. I didn't feel like there was a transition in my case like the internship program should provide. I really felt pressured for time, having full responsibilities for many classes, some of which changed every few months. The intern program was really advantageous, but I think it should provide the transition from university student to full-time teacher it was meant to provide.

BT5

My internship was a very valuable experience. I had quite a bit of observation, and would have preferred more teaching. My duties were well outlined. I had several comprehensive assessments. I was also able to contribute in the evaluation processes by evaluating my experiences and the work of the supervising teacher and administrators. We worked well as a team. They treated me as one of the teachers. I liked the teaching part most but found the opportunities to discuss ideas with the teachers with whom I worked useful. I was able to observe how teachers handled situations differently and had the time to test their ideas and mine. The year permitted me to develop my own teaching style. The open communication was very useful to me and, I think, to the staff. The fact that I was hired to teach in the school where I had the internship suggests that things went well.

BT6

I told the principal that I didn't want to be used as a student teacher. He listened and I got what I wanted. At the beginning I was half teaching and half observing. At the beginning I did not get any feedback. Then I started filling in teacher prep time. I also substituted for teachers on occasion (10 times a year). I was only evaluated by the principal in the spring. He came to see me three times. There was a big debate whether or not teachers would be in my classroom. In prep time they couldn't. I got very little evaluation and feedback. In some subjects I did a whole-year plan. In some classes I was in for units

only. I taught because nobody else wanted it. I also taught resource room for the whole year with pupils who were disruptive in their regular classrooms. I also taught many other subjects and helped with Phys. Ed. I was very frustrated at the beginning because I was loaded with assignments. The kids did not see me as a teacher. Teachers were overruling me in front of students. I could not get feedback from students or teachers. Sometimes I had to fill in for absent teachers. I seldom observed other teachers, and found this not too useful. By January I enjoyed it. The kids were used to me, and I was able to use my own ideas. I received a great evaluation, but I did not get a job with the system which I had expected.

Conclusions

A considerable amount of information was obtained from the 43 principals, 72 supervising teachers, 55 interns and 16 beginning teachers who were interviewed in 43 schools throughout Alberta. The conclusions presented below summarize only the major findings.

1. The internship was very favorably regarded by all four groups--most highly by the principals and supervising teachers. They did not want it to be discontinued.

2. Principals, supervising teachers and interns preferred continuation of the current optional post-B.Ed. internship over all other internship alternatives. Principals and supervising teachers also showed strong support for a compulsory post-B.Ed. internship and somewhat less support for an optional B.Ed. internship. Supervising teachers also supported a compulsory B.Ed. internship. The beginning teachers expressed most support for compulsory B.Ed. internship and next most for compulsory post-B.Ed. internship.

3. Assignment of beginning teachers to highly competent supervising teachers was generally viewed with favor, with principals being the least supportive of this proposal.

4. Reduction of beginning teachers' teaching loads was slightly favored by all groups, except the beginning teachers, who tended to disagree with this proposition.

5. No group favored the award of permanent certification immediately following internship. Supervising teachers, interns and beginning teachers generally favored one additional year of teaching. Principals tended to support two additional years, although one additional year had some proponents among the principals, as did the

two-year proposal among supervising teachers.

6. All groups generally agreed with paying interns 75% of the beginning teacher salary.

7. Opinions of the four groups were almost equally divided over whether interns should receive partial or full salary credit for their internship experience. Little support was forthcoming for the current position of no credit.

8. Formulation of internship policy and guidelines was seen to be a major responsibility of Alberta Education and, to a lesser extent, of school systems, with some involvement by the ATA, universities and the ASTA.

9. Administration of the internship was viewed as being a major responsibility of school systems. The ATA, universities and Alberta Education were seen to have some involvement, but the ASTA would be little involved.

10. A full year of internship was universally favored, although beginning teachers and interns showed some support for half a year.

11. An increase in the intern's teaching load during the year was favored. Many considered that close to a full load was desirable near the end of the school year. However, some interviewees proposed that Provincial Guidelines were not needed on this matter and that the percentages should be heavily influenced by local circumstances.

12. Substantial support was advanced for Provincial Guideline specification of the following activities for interns:

- (a) observation, analysis and discussion of teaching at different grade levels and in different subject areas;
- (b) teaching at different grade levels and in different subject areas;
- (c) teaching the same class or classes for several months;
- (d) organization of extracurricular activities;
- (e) professional development activities at the system and/or Provincial levels, as well as at the school level;
- (f) interviews with parents about progress of students;

- (g) field trips;
- (h) school committee meetings; and
- (i) interaction with other interns in formal workshops focusing on the internship.

Somewhat less support was noted for Provincial Guidelines about (a) observation of the work of school administrators, counsellors and support staff, and (b) ATA teacher induction activities. Opinions were about equally divided about the desirability of a Provincial Guideline concerning interns assisting in libraries or resource rooms.

13. Principals and supervising teachers supported the idea that interns should be directly accountable to principals; interns and beginning teachers also supported this, although higher percentages disapproved of this strategy.

14. Opinions of all four groups were about equally divided between the two approaches of (a) one supervising teacher per intern and (b) two to four supervising teachers per intern.

15. There was nearly unanimous agreement that Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance.

16. Supervising teachers, interns and beginning teachers strongly supported the view that Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta; principals were less supportive in this regard.

17. All four groups saw formal evaluation of interns as a shared responsibility of principals and supervising teachers, although the principals who were interviewed generally perceived that they had the final authority for this function.

18. A high level of support was obtained from all four groups for the proposals that Provincial Guidelines specify minimum academic qualifications and minimum competency criteria for supervising teachers.

19. Approximately equal percentages agreed and disagreed with the proposal that Provincial Guidelines specify that supervising teachers be given reduced teaching loads. Several observed that interns actually provided such reductions.

20. Most supported the view that Provincial Guidelines should specify that school systems be responsible for

providing supervisory training for supervising teachers, but they were less in favor of all supervising teachers being required to take short courses or university classes in supervision and effective teaching.

21. Selection of supervising teachers was seen as a function primarily of the principal and secondarily of teachers and the superintendent (or designate).

22. The internship program was thought to have considerable valuable for interns, supervising teachers, schools and students. Some problem areas persisted into the second year of its operation, but the overwhelming reaction was particularly positive.

APPENDIX A

EVALUATION OF THE INITIATION TO TEACHING (INTERNSHIP) PROJECT INTERVIEW GUIDE

EVALUATION OF THE INITIATION TO TEACHING (INTERNSHIP) PROJECT

INTERVIEW GUIDE

Preamble

The purpose of this interview is to obtain your opinions about various aspects of the current Alberta Teacher Internship Program. As you know, one purpose of this Internship Program is to facilitate the transition from university student to professional teacher.

In this interview, we will be focussing upon various policy options, as well as Provincial Guidelines and practices.

Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed, but the source of individual opinions will not be identified. We also wish to assure you that we are evaluating the Internship Program and not individual Interns, Beginning Teachers, or staff associated with them.

October-November 1986

INTERVIEW GUIDE

NATURE OF INTERNSHIP

Using the five-point scale provided, please rate each of the following policy alternatives concerning the preparation of beginning Elementary teachers (including ECS) and beginning Secondary teachers in Alberta. Circle the appropriate number.
Answer both parts for each item.

= Strongly Disagree (SD)

5 = Strongly Agree (SA)

0 = Can't tell

Alternatives		SD				SA	Can't tell	Office Use Only (1-35)
<u>Continue</u> the <u>optional</u> (voluntary) Internship Program following either the B.Ed. or B.Ed. After Degree programs as in 1985-86 and 1986-87.	For elementary teachers	1	2	3	4	5	0	36
	For secondary teachers	1	2	3	4	5	0	37
<u>Introduce</u> a <u>compulsory</u> Internship Program for Beginning Teachers <u>to follow</u> either the B.Ed. or B.Ed. After Degree programs.	For elementary teachers	1	2	3	4	5	0	38
	For secondary teachers	1	2	3	4	5	0	39
<u>Introduce</u> an <u>optional</u> internship <u>as part of</u> either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5	0	40
	For secondary teachers	1	2	3	4	5	0	41
<u>Introduce</u> a <u>compulsory</u> internship <u>as part of</u> either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5	0	42
	For secondary teachers	1	2	3	4	5	0	43
Introduce provincial regulations requiring that each Beginning Teacher be assigned to a highly competent Teacher Supervisor.	For elementary teachers	1	2	3	4	5	0	44
	For secondary teachers	1	2	3	4	5	0	45
Introduce provincial regulations requiring that each Beginning Teacher be given a reduced teaching load.	For elementary teachers	1	2	3	4	5	0	46
	For secondary teachers	1	2	3	4	5	0	47
Discontinue the current optional Teacher Internship Program and revert to the 1984-85 situation.	For elementary teachers	1	2	3	4	5	0	48
	For secondary teachers	1	2	3	4	5	0	49

CERTIFICATION

If a Teacher Internship Program were to continue, please indicate your extent of agreement with each of the following possible routes for Permanent Certification.

<u>Teacher Interns should be eligible for Permanent Certification following:</u>							Office Use Only
	SD		SA		Can't tell		
1. Satisfactory completion of the Internship.	1	2	3	4	5	0	50
2. One year of satisfactory teaching following the Internship.	1	2	3	4	5	0	51
3. Two years of satisfactory teaching following the Internship.	1	2	3	4	5	0	52

SALARY AND SALARY CREDIT

If a Teacher Internship Program were to continue, and assuming a reduced teaching load and reduced responsibilities for Teacher Interns (when compared with regular full-time teachers), which response do you favor for each of these two questions?

			Office Use Only
1. Approximately what percentage of a Beginning Teacher's salary should a Teacher Intern receive?	1. _____	25%	53
	2. _____	50%	
	3. _____	75%	
	4. _____	100%	
2. To what extent should the Teacher Internship experience count for credit on the teacher salary grid?	1. _____	Not at all	54
	2. _____	Partial credit	
	3. _____	Full credit	

ADMINISTRATION OF THE TEACHER INTERNSHIP PROGRAM

If a Teacher Internship Program were to continue, to what extent should each of the following be responsible for establishing the policy and guidelines for the Internship Program? Use one check mark for each item below.

Organization(s)	1. Have major Respon- sibility	2. Some Involvement (e.g., giving advice)	3. Not Directly Involved	Office Use Only
1. Alberta Education	—	—	—	55
2. Alberta School Trustees' Association	—	—	—	56
3. Alberta Teachers' Association	—	—	—	57
4. Universities	—	—	—	58
5. School Systems	—	—	—	59

If a Teacher Internship Program were to continue, to what extent should each of the following be responsible for administering the program (e.g., program plans, recruitment, selection, placement, professional development, monitoring, evaluation, remediation of interns)? Use one check mark for each item below.

Organization(s)	Have major Respon- sibility	Some Involvement (e.g., giving advice)	Not Directly Involved	Office Use Only
1. Alberta Education	—	—	—	60
2. Alberta School Trustees' Association	—	—	—	61
3. Alberta Teachers' Association	—	—	—	62
4. Universities	—	—	—	63
5. School Systems	—	—	—	64

LENGTH OF THE TEACHER INTERNSHIP

If a Teacher Internship Program were to continue, what should be the length of the Teacher Internship?

1. ☐ quarter year
2. ☐ half year
3. ☐ full year
4. ☐ more than one year
5. ☐ other (specify)

Office
Use
Only

65

TEACHING LOAD

If a Teacher Internship Program were to continue, what Provincial Guidelines would you recommend concerning teaching load for Interns compared with the teaching load of a full-time teacher?

			Office Use Only
1. <u>At the beginning</u> of the Internship period?	1. <input type="checkbox"/> less than 20%		66
	2. <input type="checkbox"/> 20% to 39%		
	3. <input type="checkbox"/> 40% to 59%		
	4. <input type="checkbox"/> 60% to 79%		
	5. <input type="checkbox"/> 80% and over		
	6. <input type="checkbox"/> no Provincial Guidelines needed		
2. <u>About mid-way</u> through the Internship?	1. <input type="checkbox"/> less than 20%		67
	2. <input type="checkbox"/> 20% to 39%		
	3. <input type="checkbox"/> 40% to 59%		
	4. <input type="checkbox"/> 60% to 79%		
	5. <input type="checkbox"/> 80% and over		
	6. <input type="checkbox"/> no Provincial Guidelines needed		
3. <u>Approaching the end</u> of the Internship?	1. <input type="checkbox"/> less than 20%		68
	2. <input type="checkbox"/> 20% to 39%		
	3. <input type="checkbox"/> 40% to 59%		
	4. <input type="checkbox"/> 60% to 79%		
	5. <input type="checkbox"/> 80% and over		
	6. <input type="checkbox"/> no Provincial Guidelines needed		

INTERN ACTIVITIES

If a Teacher Internship Program were to continue, should Provincial Guidelines specify that the Teacher Intern participate in each of the following activities?

Activities	SD					SA	Can't Tell	Office Use Only
	1	2	3	4	5			
1. Observation, analysis and discussion of teaching at different grade levels.	1	2	3	4	5	0		69
2. Observation, analysis and discussion of teaching in different subject areas.	1	2	3	4	5	0		70
3. Teaching at different grade levels.	1	2	3	4	5	0		71
4. Teaching in different subject areas.	1	2	3	4	5	0		72
5. Teaching the same class or classes for a period of several months.	1	2	3	4	5	0		73
6. Organization of extra-curricular activities.	1	2	3	4	5	0		74
7. Professional development activities at the system and/or provincial level.	1	2	3	4	5	0		75
8. In-school professional development activities.	1	2	3	4	5	0		76
9. Interviews with parents about progress of students.	1	2	3	4	5	0		77
10. Field trips.	1	2	3	4	5	0		78
11. School committee meetings.	1	2	3	4	5	0		79
12. Observation of the work of school administrators, counsellors, support staff.	1	2	3	4	5	0		80
13. Assistance in the library or resource room.	1	2	3	4	5	0		81
14. ATA teacher induction activities.	1	2	3	4	5	0		82
15. Interacting with other Teacher Interns in formal workshops focusing on the Internship.	1	2	3	4	5	0		83

SUPERVISION OF TEACHER INTERNS

If a Teacher Internship Program were to continue, should Provincial Guidelines specify that each Teacher Intern:

	SD					SA	Can't Tell	Office Use Only
1. Be directly accountable to the Principal or Head Teacher of the school to which the Intern is assigned?	1	2	3	4	5		0	84
2. Work with one Teacher Supervisor for the duration of the Internship (even though other teachers may be involved with the Intern)?	1	2	3	4	5		0	85
3. Work with at least two and not more than four Teacher Supervisors during the Internship?	1	2	3	4	5		0	86

FEEDBACK AND EVALUATION

Assuming that a Teacher Internship Program were to continue, please indicate your opinions on these matters.

Option	SD					SA	Can't Tell	Office Use Only
1. Provincial Guidelines should specify that feedback be provided to Teacher Interns along with discussions on how to improve performance.	1	2	3	4	5		0	87
2. Provincial Guidelines should specify a standard set of criteria for evaluating Teacher Interns throughout Alberta.	1	2	3	4	5		0	88
3. Provincial Guidelines should specify that supervisors of Teacher Interns be given a reduced teaching load because of their supervisory responsibilities.	1	2	3	4	5		0	89

4. To what extent should each of the following be involved in the formal (written) evaluation of Teacher Interns?

Evaluator	Not at All					To a Large Extent	Can't Tell	
a. Principal or other in-school administrator	1	2	3	4	5		0	90
b. Teacher Supervisor(s)	1	2	3	4	5		0	91
c. Central Office Supervisor(s)	1	2	3	4	5		0	92
d. Superintendent (or designate)	1	2	3	4	5		0	93

5. Who should have the final authority for the formal (written) evaluation of Teacher Interns? (Check one only.)
1. ☐ Principal or other in-school administrator
2. ☐ Teacher Supervisor(s)
3. ☐ Central Office Supervisor(s)
4. ☐ Superintendent
5. ☐ Other (please specify)

94

SELECTION AND TRAINING OF TEACHER SUPERVISORS

Assuming that a Teacher Internship Program were to continue, please indicate your opinions on these matters.

Options	SD					SA	Can't Tell	Office Use Only
1. Provincial Guidelines should specify minimum academic qualifications for Teacher Supervisors (such as the possession of a four-year B.Ed. degree or equivalent).	1	2	3	4	5		0	95
2. Provincial Guidelines should specify minimum competency criteria for Teacher Supervisors (such as the possession of a Permanent Teaching Certificate and at least three years of successful teaching in Alberta).	1	2	3	4	5		0	96
3. School systems should be responsible for providing supervisory training for Teacher Supervisors.	1	2	3	4	5		0	97
4. Training in the form of short courses or university classes in supervision and effective teaching should be required of all Teacher Supervisors who supervise Teacher Interns.	1	2	3	4	5		0	98
5. Indicate the extent to which each of the following should be involved in the selection of Teacher Supervisors:	Not at All					To a Large Extent		Can't Tell
a. Principal	1	2	3	4	5		0	99
b. Teachers in the school	1	2	3	4	5		0	100
c. Superintendent (or designate)	1	2	3	4	5		0	101
d. Alberta Regional Offices of Education	1	2	3	4	5		0	102
e. Alberta Teachers' Association	1	2	3	4	5		0	103
f. Universities	1	2	3	4	5		0	104
g. Alberta School Trustees' Association	1	2	3	4	5		0	105

OVERALL VALUE OF THE ALBERTA TEACHER INTERNSHIP

On the ten-point scale given below, please rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher.											Office Use Only
Unable to Judge	No Value									Highly Valuable	
0	1	2	3	4	5	6	7	8	9	10	106

COMMENTS

APPENDIX B

COVER PAGE OF INTERVIEW GUIDE FOR
BEGINNING TEACHERS

EVALUATION OF THE INITIATION TO TEACHING (INTERNSHIP) PROJECT

INTERVIEW GUIDE

BEGINNING TEACHERS WHO WERE INTERNS IN 1985-86

Preamble

The purpose of this interview is to obtain your opinions about various aspects of the current Alberta Teacher Internship Program. As you know, one purpose of this Internship Program is to facilitate the transition from university student to professional teacher.

In this interview, we will be focussing upon your experience last year and upon various policy options, as well as Provincial Guidelines and practices.

Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed, but the source of individual opinions will not be identified. We also wish to assure you that we are evaluating the Internship Program and not individual Interns, Beginning Teachers, or staff associated with them.

Assessment

Please describe and assess your 1985-86 experience as a Teacher Intern.

October-November 1986

APPENDIX C

COVERING LETTER TO PRINCIPALS--E. W. RATSOY

29 October 1986

Further to Dr. Bosetti's letter (attached), I wish to provide some details about the interviews relevant to our evaluation of the Alberta Internship Program. These interviews will be conducted in your school in November 1986 by one of the professors named below.

I would like to suggest that he/she spends about 30-45 minutes with you, and about the same period of time with one or two Supervising Teachers who have directly worked with your Intern, your Intern, and the Beginning Teacher who was an Intern in 1985-86, if any, as identified below. The interviewer will be telephoning you directly to set up an actual date and times.

We look forward to the opportunity to obtain your views and those of your staff about this new initiative in education in Alberta. I wish to reiterate Dr. Bosetti's comments about the importance of your input in the evaluation process.

Yours sincerely,

Eugene W. Ratsoy
Professor

p.c. Superintendents of Schools

Intern(s):

Beginning Teacher(s):

University of Alberta: Professors D. Friesen, E. Holdaway,
R. Levasseur-Ouimet, E. Ratsoy & C. Tardif

University of Calgary: Professors A. Boberg, F. Johnson & W. Unruh

University of Lethbridge: Professors M. Greene & F. Sovka

APPENDIX D

COVERING LETTER TO PRINCIPALS--R. A. BOSETTI

October 23, 1986

To: Principals of Schools Selected to Participate
in the Initiation to Teaching Project Evaluation

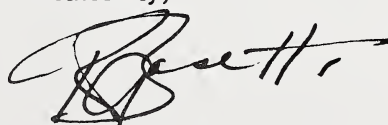
As you are probably aware, the Initiation to Teaching Project in Alberta is being evaluated for Alberta Education by a research team of 12 professors from the Universities of Alberta, Calgary and Lethbridge. Dr. Eugene Ratsoy of the University of Alberta is Project Director. The purpose of the evaluation is to assess the effectiveness of an internship program in the preparation of beginning teachers.

The comprehensive evaluation process includes collection of data from the following sources: classroom observation; examination of the daily logs of interns and beginning teachers; questionnaires to be completed by superintendents, principals, supervising teachers, interns, and beginning teachers; interviews with the same groups; interviews with people in government departments, the Alberta Teachers' Association, the Alberta School Trustees' Association, the Alberta Catholic School Trustees' Association, the Conference of Alberta School Superintendents, and the Alberta Federation of Home and School Associations; and interviews and questionnaires involving staff and students in the Faculties of Education.

Your school has been selected as one of 40 schools in which interviews are to be conducted to obtain opinions about the Initiation to Teaching Project. Interviews will be conducted with yourself, your supervising teachers, and your intern(s). At the same time, any beginning teachers who were interns in 1985-86 and who are in your school may be interviewed as well.

I am writing to request your cooperation in the evaluation study. Your opinions are vital to our assessment of the Initiation to Teaching Project.

Sincerely,



Reno A. Bosetti
Deputy Minister

cc: Superintendents

APPENDIX E

TABLES 3.5a, 3.6a, 3.13a, 3.14a, 3.15a and 3.18a

Table 3.5a
Extent of Agreement with Policy Alternatives
(Interviews in Schools)

Alternative	Principals (n = 43)										Supervising Teachers (n = 72)										Interns (n = 55)										Beginning Teachers (Former Interns) (n = 16)									
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT				
1. Continue optional post-B.Ed. internship	E	12	9	14	12	37	16	11	6	18	17	35	14	13	9	11	35	16	16	19	25	13	13	19	13	19	19	6	19	19	19	19	19	19	19	19	19	19		
2. Introduce compulsory post-B.Ed. internship	E	19	9	16	9	33	14	15	13	14	19	25	14	16	20	7	18	22	16	19	19	6	19	25	13	25	13	--	19	25	19	25	13	--	19	25	19	19		
3. Introduce optional internship as part of the B.Ed. program	E	23	9	16	19	16	16	22	18	8	21	17	14	22	24	24	11	4	16	25	19	6	38	--	13	31	19	13	19	--	19	13	19	--	19	13	19	19		
4. Introduce compulsory internship as part of the B.Ed. program	E	26	12	14	5	26	19	18	10	10	21	26	15	16	18	9	16	22	18	6	13	13	19	38	13	6	6	19	13	38	19	6	19	13	38	19	19			
5. Assign beginning teachers to highly competent supervisors	E	16	9	12	14	33	16	1	3	17	22	42	15	7	5	13	27	31	16	6	6	19	6	50	13	6	6	13	13	50	13	6	13	13	50	13	13			
6. Reduce teaching load of beginning teachers	E	26	5	16	28	12	14	17	10	15	25	18	15	7	20	9	31	16	16	31	25	6	--	25	13	25	25	6	6	31	6	25	25	6	6	31	6	6		
7. Discontinue current internship program	E	72	12	--	2	--	14	69	14	7	1	--	8	42	20	11	5	5	16	56	13	6	6	--	19	63	13	6	6	6	6	6	6	6	6	6	6	6		
	S	77	12	--	2	--	9	71	13	7	1	--	8	51	24	11	4	5	5	63	13	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6			

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.
E = Elementary; S = Secondary.

Table 3.6a
Extent of Agreement with Alternatives for Permanent Certification
(Interviews in Schools)

Alternative for Permanent Certification	Principals (n = 43)						Supervising Teachers (n = 72)						Interns (n = 55)						Beginning Teachers (Former Interns) (n = 16)					
	%						%						%						%					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
1. Following satisfactory completion of internship	58	23	5	5	9	--	53	24	7	7	10	--	29	36	13	5	16	--	56	13	19	--	13	--
2. Following internship and one year of satisfactory teaching	21	14	26	5	33	2	7	10	15	14	54	--	5	4	7	11	73	--	--	6	6	--	88	--
3. Following internship and two years of satisfactory teaching	26	14	7	9	44	--	28	25	14	8	25	--	62	22	11	5	--	--	63	25	6	--	6	--

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 3.13a
Extent of Agreement with Activities in which Interns Should Participate
(Interviews in Schools)

Activity	Principals (n = 43)					Supervising Teachers (n = 72)					Interns (n = 55)					Beginning Teachers (Former Interns) (n = 16)								
	SD	D	N	A	CT	SD	D	N	A	CT	SD	D	N	A	CT	SD	D	N	A	CT				
	%					%					%					%								
1. Observation, analysis and discussion of teaching at different grade levels	--	12	9	21	58	--	6	14	15	64	1	--	15	15	38	33	--	6	--	6	81	6		
2. Observation, analysis and discussion of teaching in different subject areas	--	7	2	42	49	--	1	6	14	26	53	--	2	22	11	42	24	--	6	--	25	63	6	
3. Teaching at different grade levels	--	9	7	21	63	--	1	7	14	25	51	1	2	7	11	33	47	--	--	--	13	19	63	6
4. Teaching in different subject areas	--	7	14	33	47	--	1	8	7	31	53	--	4	11	24	31	31	--	6	--	6	31	50	6
5. Teaching the same class or classes for a period of several months	--	2	9	23	65	--	--	3	7	19	71	--	--	--	7	15	78	--	--	6	13	13	69	--
6. Organization of extra-curricular activities	2	14	12	28	44	--	1	10	25	27	36	--	7	11	16	42	24	--	--	19	13	13	56	--
7. Professional development activities at the system and/or provincial level	2	2	2	21	72	--	1	3	13	25	58	--	--	5	5	27	62	--	--	--	6	13	81	--
8. In-school professional development activities	--	2	--	12	86	--	--	3	3	24	71	--	2	4	2	24	69	--	--	--	6	6	88	--
9. Interviews with parents about progress of students	--	5	2	23	70	--	--	3	3	22	72	--	2	2	7	16	73	--	--	--	--	19	81	--

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 3.13a (Continued)

Activity	Principals (n = 43)						Supervising Teachers (n = 72)						Interns (n = 55)						Beginning Teachers (Former Interns) (n = 16)							
	%						%						%						%							
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT		
10. Field trips	--	7	14	23	56	--	--	7	13	29	51	--	--	4	4	11	25	56	--	--	--	6	19	75	--	
11. School committee meetings	2	2	5	23	67	--	1	6	14	28	51	--	--	--	2	16	38	44	--	--	--	13	25	63	--	
12. Observation of the work of school administrators, counsellors, support staff	5	5	12	44	33	2	3	3	26	25	42	1	1	5	25	25	27	16	--	--	19	25	19	38	--	
13. Assistance in the library or resource room	12	14	37	23	14	--	8	18	38	13	21	3	3	11	35	25	20	9	--	--	31	38	6	25	--	
14. ATA teacher induction activities	5	7	19	16	51	2	8	15	14	25	35	3	3	4	15	25	25	29	2	2	--	19	31	19	31	--
15. Interacting with other interns in formal workshops focusing on the internship	--	2	5	23	70	--	3	1	4	24	68	--	--	2	7	9	27	55	--	--	--	--	6	94	--	

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 3.14a
Extent of Agreement with Approaches to Supervision of Interns
(Interviews in Schools)

Aspect of Supervision	Principals (n = 43)						Supervising Teachers (n = 72)						Interns (n = 55)						Beginning Teachers (Former Interns) (n = 16)																	
	SD		D		N		A		SA		CT		SD		D		N		A		SA		CT		SD		D		N		A		SA		CT	
	%		%		%		%		%		%		%		%		%		%		%		%		%		%		%		%		%			
1. Directly accountable to the principal	--	9	--	9	81	--	6	3	4	17	68	3	11	9	15	11	49	5	6	13	13	25	44	--												
2. One supervising teacher	12	19	14	23	28	5	13	19	11	22	32	3	11	20	11	35	24	--	19	25	--	--	56	--												
3. Two to four supervising teachers	14	14	9	23	37	2	10	10	22	17	40	1	18	11	15	24	33	--	6	19	13	25	38	--												

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 3.15a
Extent of Agreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Interviews in Schools)

Possible Guideline	Principals (n = 43)						Supervising Teachers (n = 72)						Interns (n = 55)						Beginning Teachers (Former Interns) (n = 16)							
	SD		D		SA		SD		D		SA		SD		D		SA		SD		D		SA		CT	
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	5	--	5	14	74	2	--	--	--	3	21	76	--	--	2	5	40	53	--	--	--	--	25	75	--	--
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	14	14	19	35	19	--	--	3	3	13	32	50	--	4	5	13	34	40	4	--	6	13	19	63	--	--

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 3.18a
Extent of Agreement with Possible Provincial Guidelines about Supervising Teachers
(Interviews in Schools)

Possible Guideline	Principals (n = 43)						Supervising Teachers (n = 72)						Interns (n = 55)						Beginning Teachers (Former Interns) (n = 16)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
1. Specification of minimum academic qualifications for supervising teachers	9	9	5	19	58	--	6	4	8	15	65	1	5	5	5	22	60	2	--	13	13	25	50	--
2. Specification of minimum competency criteria for supervising teachers	5	2	--	14	79	--	3	4	4	13	75	1	4	--	4	24	69	--	--	--	--	31	69	--
3. Specification that supervising teachers be given a reduced teaching load	30	21	7	19	21	2	14	28	15	19	24	--	22	18	18	31	11	--	38	13	19	25	6	--
4. School systems should be responsible for providing supervisory training for supervising teachers	5	5	5	44	40	2	3	3	10	38	46	1	2	11	13	25	49	--	6	13	19	19	44	--
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	21	16	14	26	21	2	11	15	10	28	36	--	5	22	22	36	15	--	13	19	38	6	25	--

CHAPTER 4

INTERVIEWS DURING CLASSROOM OBSERVATIONS

TABLE OF CONTENTS

	Page
Introduction	161
Methodology	161
Results	162
Policy Alternatives Concerning the Future of the Internship and Provisions for Beginning Teachers . .	162
Future of the Internship	162
Provisions for Beginning Teachers	165
Policy Alternatives Governing Permanent Certification	165
Policy Alternatives Governing Salary of Interns . .	165
Policy Alternatives Governing Salary Grid Credit for Internship Experience	165
Length of Internship	169
Teaching Load	169
Internship Activities	169
Difficulties Experienced by Beginning and Second-Year Teachers	173
Rating of Teaching Experience	173
Professional Life as a Teacher	176
Supervision of Interns	178
Alternative Provincial Guidelines about Feedback to, and Evaluation of, Interns	180
Formal evaluation of interns	180
Overall Value of the Internship	183
Beginning Teachers with Internship Experience . .	183
Beginning and Second-Year Teachers with No Internship Experience	188
Summary	190

	Page
APPENDIX A. INTERVIEW SCHEDULE	193
APPENDIX B. INTERVIEW SCHEDULE: SCHOOL-RELATED DIFFICULTIES	203
APPENDIX C. SUPPORTING DATA	207

LIST OF TABLES

Table		Page
4.1	Percentages of Agreement and Disagreement with Policy Alternatives	163
4.2	Percentages of Agreement and Disagreement with Alternatives for Permanent Certification	166
4.3	Preferences about Salary of Interns	167
4.4	Preferences about Salary Grid Credit for Internship Experience	168
4.5	Preferences about Length of Internship . .	170
4.6	Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers at Beginning, Middle and End of Internship	171
4.7	Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate	172
4.8	Difficulties Experienced by Beginning and Second Year Teachers	174
4.9	Rating of Experience as a Teacher	175
4.10	Percentages of Agreement and Disagreement with Approaches to Supervision of Interns	179
4.11	Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns	181
4.12	Preferences for Extent of Involvement of Different Personnel in Formal Evaluation of Interns	182
4.13	Preferences for Final Authority for Formal Evaluation of Interns	184
4.14	Perceptions of Value of Internship as a Means of Facilitating the Transition from Student to Professional Teacher . . .	185

INTERVIEWS DURING CLASSROOM OBSERVATIONS

Introduction

This chapter presents a review of the procedures used in collecting interview data during the observation aspect of Alberta's Initiation to Teaching (Internship) Project evaluation. It also documents the findings from those interviews.

In the Fall 1986, interviews were conducted with 48 beginning teachers and 97 second-year teachers without internship experience, and with 92 beginning teachers all of whom were former interns. The results from these interviews are presented under 13 major headings. The chapter concludes with a summary of this aspect of the study and a number of conclusions.

Methodology

To facilitate collection of the second set of classroom observations for the longitudinal study of interns and beginning teachers who had been observed in 1985-86, follow-up procedures were used early in the 1986-87 school term to locate as many of these individuals as possible. Of the 151 former interns in the 1985-86 Alberta sample, 96 who had teaching positions in the Province in the Fall of 1986 were located; 92 of these agreed to participate in the follow-up observations and interviews. Of the 120 beginning teachers in the 1985-86 sample, 102 were still teaching in the Province in 1986-87; 97 agreed to participate in the follow-up. In addition, for comparison purposes, a stratified random sample of 48 new beginning teachers who had had no internship experience were added to the 1986-87 observation-interview study.

Following one week of intensive training, observers visited schools during late October, November and early December 1986 to collect observational data on the classroom performance of the three samples of teachers. In this way, information on 26 research-based teaching strategies was collected. In addition, they conducted structured interviews and it is these to which the present chapter relates.

Interviews usually lasted for half an hour. They were based upon the interview schedule included in Appendix A. In a few instances, where time constraints did not permit

interviews to be completed on site, respondents completed the interview schedules on their own and returned them by mail to the observers. Completed interview schedules were received for all teachers observed.

At the beginning of the interviews, respondents were assured of the confidentiality of their responses. Most of the questions were the same as those employed in other aspects of the 1986-87 evaluation study. In addition, the items shown in Appendix B were used with these three samples of teachers. Respondents were very frank, and were generally pleased to provide reactions to the various features of the internship addressed in the questions.

Open-ended question responses were coded and all responses were key-punched for computer analysis. The results of the analysis are presented in tables, and associated interpretations are recorded in the body of this chapter. To facilitate comparisons with other respondent groups, percentage frequency counts are used. Summary tables are included in the body of the report; Appendix C contains companion tables providing more detailed break-downs of selected information.

Results

Policy Alternatives Concerning the Future of the Internship and Provisions for Beginning Teachers

Each teacher was asked to rate the seven policy alternatives listed in Table 4.1 on a five-point scale extending from 1 "Strongly disagree" to 5 "Strongly agree"; a "Can't tell" response category was also available. To highlight these results, percentage responses for "Strongly disagree" (1) and "Disagree" (2) were combined to form a "Disagree" category, and "Strongly agree" (5) and "Agree" (4) were combined to form an "Agree" category. Table 4.1 summarizes the results. A detailed breakdown appears in Table 4.1a in Appendix C.

Although respondents were asked to rate the internship policy alternatives separately for Elementary and Secondary teachers, differences in ratings for each of the two levels were not large. For this reason, even though the results are presented separately in Table 4.1, the following discussion of results combines the two levels.

Future of the internship. With regard to the first four policy alternatives shown in Table 4.1, beginning teachers who had not experienced an internship expressed a slight preference for optional internship as part of the

Table 4.1

Percentages of Agreement and Disagreement with Policy Alternatives
(Interviews during Classroom Observations)

Alternative		Beginning Teachers (No Internship) (n = 48)		Beginning Teachers (Former Interns) (n = 92)		Second Year Teachers (No Internship) (n = 97)	
		Disagree	Agree	Disagree	Agree	Disagree	Agree
Continue optional post-B.Ed. internship	E	33	32	17	60	24	36
	S	34	28	18	57	22	34
Introduce compulsory post-B.Ed. internship	E	61	10	33	42	53	19
	S	59	10	33	41	51	15
Introduce optional internship as part of the B.Ed. program	E	29	37	43	33	33	29
	S	27	27	45	32	32	23
Introduce compulsory internship as part of the B.Ed. program	E	52	18	34	45	47	28
	S	46	20	34	45	47	21
Assign beginning teachers to highly competent supervisors	E	28	50	18	60	13	60
	S	23	50	18	60	12	57
Reduce teaching load of beginning teachers	E	40	42	31	36	46	24
	S	40	38	28	38	42	24
Discontinue current internship program	E	36	18	75	8	54	12
	S	36	12	75	7	49	12

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree
E = Elementary; S = Secondary

B.Ed. program. Views about continuation of the optional post-B.Ed. internship were almost equally divided, and the alternatives of compulsory internship as part of the B.Ed. and compulsory internship following the B.Ed. both attracted more disagreement than agreement.

Beginning teachers who were former interns provided most support for the policy alternative calling for optional internship following the B.Ed., that is, for an approach akin to the one they experienced. The percentage of agreement outnumbered that of disagreement with this alternative in a ratio of 3 to 1. The two policy alternatives specifying a compulsory internship (2 and 4) received similar support from these respondents, with an agree-to-disagree ratio of 4 to 3. More former interns disagreed than agreed with an optional internship as part of the B.Ed. program, in a ratio of 4 to 3. Overall, beginning teachers in 1986-87 who had experienced the Alberta Initiation to Teaching (Internship) Project in 1985-86 favored a policy alternative that would continue to allow an optional post-B.Ed. internship. Their second preference was for a compulsory internship for teachers, either post-B.Ed. or as part of the B.Ed. program.

Second-year teachers who had not experienced an internship also tended to support continuation of the optional post-B.Ed. internship. Alternatives 2, 3 and 4 received more disagreement than agreement by this respondent category, with a compulsory post-B.Ed. internship being the least favored policy alternative.

When combined, the three samples of teachers provided somewhat more support for continuation of the optional post-B.Ed. internship than for any other alternative; this support was particularly high among former interns. The former interns also supported a compulsory form of internship, either post-B.Ed., or as part of the B.Ed. The two groups of teachers who had not experienced an internship provided about as much support for as against an optional internship as part of the B.Ed. and expressed least favor for the two policy alternatives involving compulsory internship.

A most important finding relates to policy alternative 7, concerning possible discontinuation of the current teacher internship program. These three categories of respondents voted overwhelmingly not to discontinue the current internship program. Among former interns, support was in a ratio of less than 1 to 9; among second year teachers with no internship experience it was less than 1 to 4; and among beginning teachers with no internship experience it was less than 1 to 2. In summary, there seemed to be great support among these teachers for the continuation of some form of teaching internship in Alberta.

Provisions for beginning teachers. Under conditions involving either an optional internship or no internship, policy alternatives 5 and 6 in Table 4.1 become particularly relevant. Most support by the three groups of teachers was provided for alternative 5--"Assign beginning teachers to highly competent supervisors." Support for this policy alternative was particularly high among second-year teachers (almost 5 to 1 in favor), followed by beginning teachers who were former interns (over 3 to 1), and then beginning teachers without internship experience (about 2 to 1).

The policy alternative of reducing teaching loads for beginning teachers received only slightly more support than disapproval among former interns. About equal numbers of beginning teachers without internship experience supported and disapproved of this policy option, and second-year teachers tended to communicate greater opposition than approval.

Policy Alternatives Governing Permanent Certification

Teachers in this part of the study were presented with three potential alternatives for policy governing the number of years of satisfactory teaching needed to qualify for permanent certification following internship. As indicated in Table 4.2, all three groups of respondents strongly supported the alternative of permanent certification following internship and one year of satisfactory teaching. Disagreement substantially outnumbered agreement for the existing situation (alternative 3) and for certification being granted immediately upon satisfactory completion of internship. A detailed breakdown of these responses is provided in Table 4.2a in Appendix C.

Policy Alternatives Governing Salary of Interns

The three categories of teachers were asked to indicate which of four salary alternatives they would prefer for interns. They were asked to choose one of the following: 25%, 50%, 75% or 100% of a beginning teacher's salary. As shown in Table 4.3, the 75% alternative received support from over three-quarters of each respondent group.

Policy Alternatives Governing Salary Grid Credit for Internship Experience

Existing internship policy in this Province includes no credit for salary grid purposes. This alternative and two others ("partial" and "full" credit) were presented to the respondents for reaction. As reported in Table 4.4, the

Table 4.2

Percentages of Agreement and Disagreement with Alternatives for Permanent Certification
(Interviews during Classroom Observations)

Alternative for Permanent Certification	Beginning Teachers (No Internship) (n = 48)		Beginning Teachers (Former Interns) (n = 92)		Second-Year Teachers (No Internship) (n = 97)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Following satisfactory completion of internship	48	25	52	24	67	11
2. Following internship and one year of satisfactory teaching	17	56	11	78	20	57
3. Following internship and two years of satisfactory teaching	50	21	66	14	50	33

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 4.3

Preferences about Salary of Interns
(Interviews during Classroom Observations)

Percentage of Beginning Teacher's Salary that Interns Should Receive	Beginning Teachers (No Internship) (n = 48) %	Beginning Teachers (Former Interns) (n = 92) %	Second-Year Teachers (No Internship) (n = 97) %
25%	--	--	1
50%	13	9	10
75%	77	85	78
100%	8	6	7
No opinion	2	--	3
Total	100	100	99*

*Does not add up to 100% due to rounding to nearest whole percent.

Table 4.4
 Preferences about Salary Grid Credit for Internship
 Experience
 (Interviews during Classroom Observations)

Amount of Salary Grid Credit Awarded for Internship Experience	Beginning Teachers (No Internship) (n = 48) %	Beginning Teachers (Former Interns) (n = 92) %	Second-Year Teachers (No Internship) (n = 97) %
None	2	1	5
Partial	65	51	57
Full	31	48	33
No opinion	2	--	5
Total	100	100	100

majority in all three groups of respondents favored partial credit for internship experience when computing a teacher's salary. Almost half of the former interns (48%) in this study favored full credit and about a third of the other two teacher groups shared this opinion.

Length of Internship

When presented with five alternative time periods for the duration of the internship (quarter year, half year, full year, more than one year, and other), a large majority of the respondents indicated a preference for a full-year internship. As evident in Table 4.5, the percentages of the three respondent groups supporting this option were 69% and 75% for the two teacher groups without internship experience and 91% for those with that experience.

Teaching Load

The distributions in Table 4.6 reveal greatest support among these respondents for a teaching load for interns at the beginning of the year that is either 20-39% or 40-59% of the full-time teaching load. Support tended to cluster in the 60-79% range with regard to the period mid-way through the internship. The weight of opinion favored workloads of at least 80% by the end of the internship. Significant numbers of respondents chose other ranges in responding to these three questions, and a small number indicated that they felt no Provincial Guidelines were needed in this area.

Internship Activities

In responding to a question about 15 possible activities in which interns might be expected to participate, strong support was provided by the three groups for 13 activities. This is shown in Table 4.7. Most support was provided in relation to the fifteenth activity, "Responding to feedback received on his/her teaching." Least support (less than 50% agreement) was obtained for activities involving "Assistance in the library or resource room."

Overall, these respondents strongly favored having Provincial Guidelines for the internship which would specify 13 of the 15 activities listed in Table 4.7. A detailed breakdown of responses is provided in Table 4.7a in Appendix C.

Table 4.5

Preferences about Length of Internship
(Interviews during Classroom Observations)

Length	Beginning Teachers (No Internship) (n = 48) %	Beginning Teachers (Former Interns) (n = 92) %	Second-Year Teachers (No Internship) (n = 97) %
1. Quarter year	--	--	4
2. Half year	29	7	13
3. Full year	69	91	75
4. More than one year	--	--	--
5. Other (specify)	2	1	5
6. No opinion	--	1	2
Total	100	100	99*

*Does not add up to 100% due to rounding to nearest whole percent.

Table 4.6

Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers, at Beginning, Middle and End of Internship
(Interviews during Classroom Observations)

Time Period	Teaching less than 20%			Teaching 20-39%			Teaching 40-59%			Teaching 60-79%			Teaching 80% and over			No Guidelines Needed		
	BN	BI	ST	BN	BI	ST	BN	BI	ST	BN	BI	ST	BN	BI	ST	BN	BI	ST
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
At the beginning of the internship	--	10	8	40	21	24	31	39	33	19	17	20	6	3	8	4	8	4
About mid-way through the internship	--	--	--	--	2	2	27	22	27	46	46	41	25	23	24	2	7	3
Approaching the end of the internship	--	--	--	--	--	1	2	2	3	19	23	18	79	67	72	--	7	3

BN = Beginning teachers with no internship experience (n = 48); BI = Beginning teachers with internship experience (n = 92); ST = Second year teachers with no internship experience (n = 97).

A small number of respondents did not provide an answer to the item. As a result, percentages do not always total 100.

Table 4.7

Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate
(Interviews during Classroom Observations)

Activities	Beginning Teachers (No Internship) (n = 48)		Beginning Teachers (Former Interns) (n = 92)		Second-Year Teachers (No Internship) (n = 97)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Observation, analysis and discussion of teaching at different grade levels	4	85	7	76	9	75
2. Observation, analysis and discussion of teaching in different subject areas	4	85	7	76	4	84
3. Teaching at different grade levels	12	62	11	72	8	65
4. Teaching in different subject areas	8	77	7	82	5	65
5. Teaching the same class or classes for a period of several months	6	73	4	86	5	78
6. Organization of extra-curricular activities	6	71	3	75	10	69
7. Professional development activities at the system and/or provincial level	4	79	2	90	5	79
8. In-school professional development activities	2	86	1	95	11	64
9. Interviews with parents about progress of students	2	82	1	90	3	79
10. Field trips	2	88	1	90	3	86
11. School committee meetings	2	85	2	85	6	81
12. Observation of the work of school administrators, counsellors, support staff	13	71	9	63	12	60
13. Assistance in the library or resource room	19	48	26	34	32	37
14. ATA teacher induction activities	8	50	8	66	12	58
15. Responding to feedback received on his/her teaching	--	98	--	91	1	91

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree.

Difficulties Experienced by Beginning and Second-Year Teachers

During the course of interviews with the three groups of teachers, each interviewee was asked to rate 34 items that identified potential difficulties they experienced as teachers. The five-point scale used ranged from 1 (no difficulties) to 5 (serious difficulties). As shown in Table 4.8, the mean for one or more of the three respondent groups exceeded 2.0 for 16 of these 34 items. Among these 16 items of difficulty it is noteworthy that the beginning teacher group without internship experience had the highest mean on 14 items. For seven of the 14 (2 "Controlling students," 6 "Organizing material," 8 "Developing unit plans," 13 "Summarizing content," 16 "Motivating students," 24 "Assessing student achievement," and 28 "Self-assessment") the beginning teacher (no internship) mean was at least .20 higher than the mean of one or both of the other groups. And, for five of these seven it was at least .20 higher than the mean for beginning teachers with internship experience. For two items (2 "Controlling students" and 8 "Developing unit plans") the means for beginning teachers with no internship experience were higher than those of one or both of the other groups by a statistically significant amount.

Overall, based on these self-assessments, it is apparent that beginning teachers with no internship experience reported experiencing difficulties in more of the 34 areas than did beginning teachers with internship experience, and beginning teachers with internship experience reported difficulties in slightly more areas than did second-year teachers.

Ratings of Teaching Experience

The teachers interviewed were asked the question, "Using the following scale, how would you rate your experience thus far as a teacher?" A ten-point scale was provided, where 1 was identified as "low rating" and 10 as "high rating."

Of the 92 beginning teachers with internship experience (middle column in Table 4.9) 88 percent rated their experience as teachers to date as 7 or higher. Similarly, 88 percent of second-year teachers with no internship experience (last column in Table 4.9) assigned 7 or higher ratings for their teaching experience. A somewhat smaller percentage of beginning teachers with no internship experience (77%) rated their teaching experience 7 or higher. Differences, however, were greater in the percentages assigning 9 or 10 for their experiences. Over twice the percentage of beginning teachers with internship experience and of second-year teachers rated their

Table 4.8

Difficulties Experienced by Beginning and Second Year Teachers
(Interviews during Classroom Observations)

	(1)	(2)	(3)		
	Beginning Teachers (n = 48) Mean	Beginning Teachers (Former Interns) (n = 92) Mean	Second-Year Teachers (n = 97) Mean	Difference between Highest and Lowest Means	Significantly Different Groups
1. Handling classroom routines	<u>1.74</u>	1.54	1.56	.20*	NS
2. Controlling students	<u>2.25</u>	1.99	1.93	.32*	1-3
3. Giving instructions	<u>1.83</u>	1.75	1.67	.16	NS
4. Specifying objectives	1.90	1.84	<u>1.93</u>	.09	NS
5. Selecting content	<u>1.98</u>	1.85	1.88	.13	NS
6. Organizing material	<u>2.02</u>	1.76	1.84	.26*	NS
7. Developing lesson plans	<u>1.75</u>	1.52	1.67	.23*	NS
8. Developing unit plans	<u>2.28</u>	1.81	1.91	.47*	1-2,1-3
9. Presenting information	1.71	<u>1.73</u>	1.64	.09	NS
10. Explaining content	<u>1.79</u>	1.73	1.70	.09	NS
11. Using questioning techniques	1.90	<u>2.02</u>	1.92	.12	NS
12. Using pacing techniques	<u>2.20</u>	2.16	2.10	.10	NS
13. Summarizing content	<u>2.19</u>	1.93	1.92	.28*	NS
14. Utilizing media	<u>2.15</u>	2.02	2.01	.14	NS
15. Establishing rapport with students	<u>1.35</u>	1.28	1.18	.17	NS
16. Motivating students	<u>2.02</u>	1.84	1.67	.35*	1-3
17. Accommodating individual student needs	<u>2.29</u>	<u>2.29</u>	2.04	.25*	NS
18. Encouraging student participation	1.73	<u>1.75</u>	1.56	.19	NS
19. Working with other staff members	1.31	1.32	<u>1.33</u>	.02	NS
20. Grouping students for instruction	1.91	<u>1.96</u>	1.76	.20*	NS
21. Arranging the classroom for instruction	<u>1.70</u>	1.62	1.58	.12	NS
22. Diagnosing learner needs	<u>2.43</u>	2.31	2.24	.19	NS
23. Monitoring student progress	<u>2.11</u>	1.95	1.94	.17	NS
24. Assessing student achievement	<u>2.08</u>	1.93	1.84	.24*	NS
25. Reporting student progress	<u>1.96</u>	1.78	1.71	.25*	NS
26. Observing and analyzing teaching	<u>2.17</u>	2.01	1.98	.19	NS
27. Planning and implementing co-curricular activities	1.71	1.78	<u>1.91</u>	.20*	NS
28. Self-assessment	<u>2.20</u>	1.90	1.97	.30*	NS
29. Asking others for advice and assistance	1.42	1.39	<u>1.47</u>	.08	NS
30. Communication with parents	1.61	<u>1.78</u>	1.69	.17	NS
31. Using the school library or resource room	<u>1.80</u>	1.73	1.73	.07	NS
32. Finding instructional materials	<u>2.17</u>	2.05	2.10	.12	NS
33. Developing instructional materials	<u>2.02</u>	1.93	1.91	.11	NS
34. Participating in inservice activities	1.53	<u>1.69</u>	1.54	.16	NS

Means computed from a 5-point scale ranging from 1 (no difficulties) to 5 (serious difficulties).
Underlining means indicates the highest mean for each item.

*Indicates the 13 items for which differences between highest and lowest means are .20 or higher.

Table 4.9

Rating of Experience as a Teacher
(Interviews during Classroom Observations)

Rating Assigned	Beginning Teachers (No Internship (n = 48) %	Beginning Teachers (Former Interns) (n = 92) %	Second Year Teachers (No Internship)* (n = 97) %
1 - 2	4	1	2
3 - 4	2	3	--
5 - 6	17	8	7
7 - 8	58	48	41
9 - 10	19	40	47
Mean	7.27	7.96	8.13
Standard Deviation	1.73	1.60	1.61

*Two of the respondents in this group did not provide ratings.

experience 9 or 10 than did novice teachers without internship backgrounds. Furthermore, twice as many from the last-mentioned group of teachers assigned ratings of 6 or lower for their teaching experience so far.

Teachers who rated their experience 6 or lower indicated they were not necessarily displeased with their professional life as teachers. Indeed, it appeared that the question was interpreted in several different ways by the respondents. Some indicated they felt a rating of 10 should only be assigned for a master teacher whereas others who assigned a 10 reported doing so because they were experiencing considerable satisfaction as teachers. All of the teachers interviewed expressed satisfaction with their teaching experiences but some indicated they were still learning and thus needed to improve. A few expressed dissatisfaction with particular working conditions, such as excessive paperwork, limited instructional resource material, and lack of support from administrators and teaching staff.

Two respondents, both in the second year (no internship) group raised serious concerns about teaching. They felt that they were experiencing stress and burnout.

Professional Life as a Teacher

Respondents were asked an open-ended question as follows: "What are your reactions at this time to your professional life as a teacher?" As with the previous question, responses were generally positive. Analysis of the responses revealed that they fell in six major categories: (1) the joy associated with establishing relationships and interacting with children, (2) the excitement and challenge that teaching provides, (3) the feeling of accomplishment and reward associated with student growth and progress, (4) the growth of one's professional self as teacher, (5) the satisfaction derived from working with colleagues, and (6) the confirmation of teaching as a career choice. Many of the respondents, however, recognized heavy demands associated with teaching. Common statements made by the respondents included: "teaching is demanding but rewarding," "harried but rewarding," and "at times overwhelming." These statements exemplify feelings among many of the respondents that there is often too little time in the day to do everything and that teaching is extremely time-consuming and allows little opportunity out of school hours for activities other than preparation for teaching.

The kinds of comments made by the three groups about their professional life as a teacher were noticeably different. A fifth of the new teachers with internship experience made direct reference to the internship as the major factor contributing to their satisfaction as a

beginning teacher. Examples of their comments are as follows:

I feel that I am a much stronger first year teacher because of my internship experience. As an intern I believe I received unequalled experience as a young professional. The experience I received has put me well ahead.

I found the internship very valuable for providing the bridge between student teaching and full-time teaching. The early stages of teaching are difficult. I found that the internship really helped.

The internship program was very effective in setting guidelines for professional development and personal fulfilment.

I am glad to have had [internship] experience before beginning my first year of teaching. My coping mechanisms are much better because of the internship.

A quarter of the second-year teachers made some reference to their first year of teaching and reported that the second year was more rewarding, both professionally and personally.

I am finding this year a lot easier than last year.

I am much more positive than I was last year at this time. I am feeling much more confident and competent.

I find that this year I have more time to search for "fun" activities relevant to the curriculum as I am more relaxed and know those areas of the curriculum which need more work.

This year as compared to last year I can see student progress. Objectives are clearer to me. It is easier to gauge student comprehension. I find in my second year that I am more organized and thus I can fine-tune certain areas.

Beginning teachers with no internship experience seemed to be less sure of their teaching skills than the beginning teachers with internship experience and with the second-year teachers. Many identified inadequacies in specific areas. They were much more apt to point out that they still had a great deal to learn and that they needed to improve. For some, the first year of teaching was seen as a time for learning:

I find it hard. I sometimes wonder whether I am doing my job properly. I wish I would have known more about how to teach a concept in different subjects. I find myself making a lot of mistakes in my teaching.

I'm never quite sure about how effective I've been in class.

I would like to have a better grasp of long term goals.

I have certainly learned a great deal through trial and error.

I find it hard to keep up with the many responsibilities I have.

I feel a need to communicate with other teachers in like disciplines, which thus far has not been met to my satisfaction.

This first year will give me a better understanding of what to do and not to do next year.

I need more time to learn.

A few of the beginning teachers with no internship experience pointed out shortcomings of their university preparation for teaching. No such comments came from the beginning teachers with internship experience or from the second-year teachers. Comments by members of the first-mentioned group included the following:

More time should be spent on curriculum and unit planning at university.

The amount of training received has not prepared me for the amount of work involved.

One of these respondents also reported a need for a suitable support system to facilitate the transition to full-time teacher: "I miss the recognition/praise/constructive criticism I received as a student teacher."

Overall, the open-ended responses from former interns and from second-year teachers tended to identify the previous year's experience as their greatest source of satisfaction with, and ability to cope in, teaching.

Supervision of Interns

Three alternatives for supervision of interns were advanced by these respondents: accountability to the principal (alternative 1), one (main) supervising teacher (alternative 2), or working with two to four (other) supervising teachers (alternative 3). Furthermore, these three response categories were not seen as mutually exclusive. This may explain the high percentage of support shown in Table 4.10 for all three alternatives. It is particularly clear that most respondents favored having the

Table 4.10

Percentages of Agreement and Disagreement with Approaches to Supervision of Interns
(Interviews during Classroom Observations)

Aspect of Supervision	Beginning Teachers (No Internship) (n = 48)		Beginning Teachers (Former Interns) (n = 92)		Second-Year Teachers (No Internship) (n = 97)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree
Directly accountable to the principal	10	77	6	76	8	69
One supervising teacher	15	58	19	59	21	57
Two to four supervising teachers	25	56	28	44	34	45

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree.

intern directly accountable to the principal. Having one supervising teacher was favored only slightly more than having two to four supervising teachers. A detailed breakdown of the returns is given in Table 4.10a.

Alternative Provincial Guidelines about Feedback to, and Evaluation of, Interns

When the three categories of teachers were asked about the need for Provincial Guidelines on feedback to, and evaluation of, interns, there was virtual unanimity among the respondents that "provincial guidelines should specify that feedback be provided to interns along with discussion on how to improve performance." The "agree" to "disagree" ratio among these teachers was also extremely high on the need for standard criteria for evaluating interns throughout Alberta. A summary of the results for the above two possible guidelines and the one mentioned below is provided in Table 4.11 with detailed figures in Table 4.11a of Appendix C.

A third, related matter that was raised concerned the need for supervising teachers to be given reduced teaching loads as compensation for supervisory responsibilities associated with having interns. Although a substantial majority of the two categories of teachers with no internship experience tended to agree that a Provincial Guideline of this nature was needed, the former interns were somewhat divided on this matter. The "agree" to "disagree" ratio for the last mentioned was 4 to 3 whereas for second year teachers it was 2 to 1, and for beginning teachers with no internship experience it was almost 5 to 1.

Formal evaluation of interns. The three categories of teachers were also asked about their preferences about the extent of involvement of four categories of personnel in formal (written) evaluation of interns. On the five-point scale used (where 1 represents "Not at all" and 5 represents "To a large extent") average ratings of the responses, as shown in Table 4.12, reveal that the highest preference of each of the three groups of respondents was for supervising teachers to perform this role. In this regard, however, the mean score for former interns (4.60), was not as high as that for the other beginning teachers (4.81) or for the second year teachers (4.78). The second highest preference of these three categories of respondents was for principals or other in-school administrators to perform this role. In this case, the mean for former interns (4.17) was higher than that of the other beginning teachers (3.77) and of the second year teachers (4.01).

Table 4.11

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Interviews during Classroom Observations)

Possible Guidelines	Beginning Teachers (No Internship) (n = 48)		Beginning Teachers (Former Interns) (n = 92)		Second-Year Teachers (No Internship) (n = 97)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	--	98	--	92	2	90
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	4	92	4	86	3	87
3. Provincial Guidelines should specify that supervising teachers be given a reduced teaching load	13	63	32	44	26	50

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree.

Table 4.12

Preference about Extent of Involvement of Different
Personnel in Formal Evaluation of Interns
(Interviews during Classroom Observations)

	Beginning Teachers (No Internship) (n = 48) Mean	Beginning Teachers (Former Interns) (n = 92) Mean	Second-Year Teachers (No Internship) (n = 97) Mean
1. Principal or other in-school adminis- trator	3.77	4.17	4.01
2. Supervising teachers	4.81	4.60	4.78
3. Central office supervisor(s)	2.63	2.50	2.51
4. Superintendent (or designate)	2.67	2.39	2.28

The scale used was 1 "Not at all" to 5 "To a large extent."

As the results reported in Table 4.12 reveal, there was also much less support for involvement of central office supervisors and superintendents (or designates) in formal evaluation of interns. None of the six means associated with these supervisors and administrators reached even 2.70 on the five-point scale used.

A related question concerned who should have the final authority for formal (written) evaluation of interns. The preferences are reported in Table 4.13. As with responses to the preceding question, in-school personnel--supervising teachers and principals or other in-school administrators--received the highest ratings and central office-based personnel--central office supervisors and superintendents--received the lowest. Moreover, as with the previous question, supervising teachers received substantially higher ratings than did in-school administrators on this matter.

Overall Value of the Internship

When the two groups of beginning teachers and the second-year teachers were asked to rate the overall value of the Alberta internship as a means of facilitating the transition from student to professional teacher, the distribution shown in Table 4.14 resulted. Ratings were assigned along a ten-point scale. Much higher ratings were provided by beginning teachers who were former interns (8.58) than by the beginning teachers without internship experience (5.47) and the second-year teachers with no internship experience (6.53). Apparently teachers who were able to obtain teaching positions without having experienced internship did not value the internship nearly as highly as did teachers who had served an internship.

Many comments were made in further response to this question. They are presented first for beginning teachers with internship experience, and then for beginning teachers and second-year teachers without personal experience of internship.

1. Beginning Teachers with Internship Experience

Three major types of responses were given by the beginning teachers with internship experience: the benefits of internship, problems associated with the program, and suggestions for revision.

Internship as a profitable experience. General comments were "The internship is a very valuable program," "I highly recommend it" and "the program has great potential." Several respondents indicated that the

Table 4.13

Preferences about Final Authority for Formal Evaluation
of Interns
(Interviews during Classroom Observations)

Evaluator	Beginning Teachers (No Internship) (n = 48) %	Beginning Teachers (Former Interns) (n = 92) %	Second-Year Teachers (No Internship) (n = 97) %
1. Principal or other in-school adminis- trator	15	36	29
2. Supervising teachers	67	57	57
3. Central office Supervisor(s)	4	2	1
4. Superintendent	6	1	3
5. Other, or combination	8	4	6
Total	100	100	96*

*Four second-year teachers did not provide an answer to this item.

Table 4.14

Perceptions about the Value of Internship as a Means of
Facilitating the Transition from Student to
Professional Teacher
(Interviews during Classroom Observations)

Value	Beginning Teachers (No Internship) (n = 48) %	Beginning Teachers (Former Interns) (n = 92) %	Second-Year Teachers (No Internship) (n = 97) %
10 Highly Valuable	--	35	7
9	2	22	6
8	4	25	20
7	21	12	12
6	10	3	10
5	8	1	9
4	4	--	7
3	4	1	6
2	2	1	2
1 No Value	6	--	1
Unable to Judge	37	--	19
Mean*	5.47	8.58	6.53
Standard Deviation	2.19	1.52	2.21

*"Unable to Judge" responses were omitted when computing these means.

internship made their first year of full time teaching much easier and less traumatic. They reported that without the internship they would be sinking during this first year as full-time teachers. Others indicated that the internship helped them to understand what teaching is all about and assisted them to strengthen their inner resolve to become teachers. Still others indicated that it helped them gain confidence and thus made them feel better prepared, more competent and better qualified. Many respondents added that internship provides an excellent transition from university training to full-time teaching.

Some respondents were still more precise about the benefits of internship. They indicated that the internship helped them to become more flexible and better able to deal with parents, with marking and evaluation, and with discipline. In-school routines and duties were seen as being less difficult to carry out in the first year of full time teaching because of their internship. Many respondents enjoyed being able to work with different teachers, at different grade levels, and in various subject areas.

Several respondents particularly appreciated having been eased into teaching gradually instead of being overwhelmed by their initial experiences as teachers. Many considered that the internship program must continue in order to receive support at all levels.

Problems with the internship program. Some beginning teachers who had experienced internship described problems inherent in the program. Low salary, heavy workloads, and lack of credit towards certification were mentioned frequently. Some respondents reported that interns work as hard as or harder than many full-time teachers, yet they are paid less.

Many respondents explained that internships are only as good as the supervising teachers. Personality conflicts and unprofessional and incompetent supervision were subjects of concern. Several former interns mentioned the "unfortunate" experience of having had three or more supervising teachers. Indeed, one respondent had eleven, all of whom did formal evaluations.

Several respondents added that interns are often seen as aides, "glorified paperboys" or "gophers." One respondent reported spending one third of the internship year out of the classroom. Low status among students and parents was also mentioned as a problem.

Suggestions for improvement. The beginning teachers who had had internship experience offered a great variety of suggestions for improving the internship program. These

related to matters of salary, credit toward certification, evaluation, supervising teachers, workloads and Provincial Guidelines. Several suggested that the salary for interns must be commensurate with their responsibilities and that the year of experience should be counted at least partially on the salary grid or at least should count as credit toward certification. Attitudes of this kind are reflected in comments such as the following: "This formal recognition towards permanent certification would increase the value of the program."

On the matter of evaluation, one respondent stated: "Evaluation should be based on more than one teacher's recommendation to be truly fair." Another suggested, "It should include the intern's input."

With regard to supervision of interns, a former intern proposed that there should be only one supervising teacher per intern in order to eliminate the problem of too many bosses. This arrangement, however, should not prevent the intern from working with other teachers. A few respondents indicated that selection of supervising teachers is important, and that high standards must be set in order to ensure excellent role models.

Several respondents reported that internship is of value if it is used to broaden the experience of the intern. Some respondents recommended involvement in a wide variety of classes and with a variety of teachers. Others suggested that the intern should be responsible for one class only, since it "is the only way to learn about yearly routine and long range planning." Observation of instruction by experienced teachers was also recommended.

Many respondents suggested that there is a need to establish formal guidelines concerning workload and the role and supervision of interns. According to a number of respondents, these guidelines are necessary in order to avoid abuse of the interns. A former intern recommended: "There must be a field supervisor from central office or from the University that will check on the situation." Another argued: "The A.T.A. must establish some agency or special committee to protect and speak for the interns."

Several respondents asserted that internship should be mandatory while others proposed that it be voluntary. Still others believed it should be part of the B.Ed. program or that it should directly follow the four-year B.Ed. program as a fifth year of pre-service teacher education.

A few respondents mentioned that interns should be guaranteed employment in the school jurisdictions where they served their internships.

2. Beginning and Second-Year Teachers with No Internship Experience

Comments of the respondents without internship experience were classified as follows: favorable reactions to the program; criticisms; suggestions; satisfied without the internship program; recommendations that we improve what we already have; and inability to comment.

Favorable reactions to the internship program. Many respondents who reacted favorably to the program reported knowing individuals who liked the internship because of the reduced load and the expert care and guidance that they received. Some felt that the internship must allow interns to concentrate on teaching rather than having to deal with other non-instructional duties. Others believed that internship must be a source of ideas on classroom management and on how to prepare displays. Some indicated that internship provides an opportunity to experience "hands-on" learning, and some respondents believed that interns must be much better prepared after a year of observing a variety of teaching practices. Receiving feedback and having freedom to try a variety of instructional strategies were also noted as advantages.

Criticism. Many of the teachers with no internship experience expressed harsh criticism of the internship program. The possibility of personality conflicts and conflicts stemming from the use of different teaching styles by supervising teachers and interns was seen as potentially damaging to the reputations of the future teachers. Some respondents stated that, to their knowledge, interns were not receiving important feedback and support. Others claimed that interns were being unfairly treated by being assigned full teaching loads at reduced salaries. According to several respondents, this constituted an abuse of the interns for they were being treated as a source of cheap labor. A number reported that some interns were treated as "gophers," being forced to perform meaningless tasks. Another major disadvantage was seen to be the lack of credit toward certification for the internship. Several respondents also emphasized that internship offers no assurance of permanent positions. Many respondents believed that the internship is a good idea in principle, but that, in reality, it is not beneficial. Indeed, in one respondent's view, it may well become a discouraging experience.

Suggestions for improvement. Other comments reflected a view of the internship as having merit but needing changes. Suggestions referred to the following needs: to establish strict guidelines concerning the teaching load and

other responsibilities of interns; to ensure adequate monitoring of the program; to offer a salary commensurate with the teaching load and amount of responsibility; to count internship experience toward certification; interns should be assigned to one teacher supervisor only; to assign each intern to one class and be provide adequate support in long term planning; to ensure that interns bear lesser responsibilities than do teachers and that their teaching loads increase gradually; and to see that interns are treated as team members, not as aides. In addition, several respondents felt that internship should be both optional and reserved for those who are unsure of their capabilities and competence. Also mentioned was the potential for internship to provide for those who can't find work; for it more closely approximates real teaching experience than does substitute teaching.

Satisfaction without internship. A fifth category of comments came from teachers who expressed satisfaction at not having undergone internship. They had enjoyed the "sink or swim" approach and stated that they would not have traded their first-year learning experience. Some felt that the internship program would not have helped and that new graduates were just as ready to teach as were those who had done internships. Several were opposed to the program; their criticisms ranged from "the internship is a means of producing cheap labor" to "the interns need a lot more responsibilities in order to learn what teaching is all about since reduced teaching loads do not give an intern the full picture."

Recommendations that we improve upon the conventional teacher education arrangements. Suggestions also came from respondents to change the university teacher training programs. These teachers asserted that teacher training programs must be improved, not by lengthening them with internships, but rather by improving the quality of courses and by including more field experiences in the existing pre-service programs. Several respondents suggested that the internship must be integrated into the present four year B.Ed. programs, either in the form of an entire semester of in-school work or as the third year of B.Ed., thereby enabling students to benefit more from their fourth year of studies. Mention was also made by a few respondents that some beginning teachers should not be left on their own in schools, as is the current practice.

Unable to comment. Several of the respondents stated that it is difficult for them to comment on the internship, owing to their lack of direct involvement in the program.

In summary, the qualitative data tended to support the findings of the quantitative analysis in that those who had received internship experience commented more positively on the internship than did those who had not obtained that experience. The latter group, with some exceptions, were more critical of the internship and generally more positive about their own "sudden immersion" into teaching.

Summary

The following discussion provides a point-form summary of results obtained from the interviews with which this section of the evaluation study was concerned.

1. Continuing the internship. Former interns expressed a clear preference for continuing the optional post-B.Ed. internship program in Alberta; a strong preference was shown for compulsory internship, either post-B.Ed. or as part of the B.Ed. program. Other beginning teachers and second-year teachers were more inclined to favor an optional rather than compulsory internship program. However, all of these teacher groups strongly disagreed with discontinuing the current Alberta internship program.
2. Beginning teacher supervision. Strong support was provided for beginning teachers being assigned to highly competent supervisors. There was almost equal agreement and disagreement with the alternative of reducing the teaching loads of beginning teachers.
3. Permanent certification. Strong support was provided for permanent certification following internship and one year of satisfactory teaching.
4. Salary of teacher interns. There was strong support for the salary of teacher interns being 75 percent of the salary of beginning teachers, and for at least partial credit on the teacher salary grid being granted for internship experience.
5. Length of internship. Strong support was provided for a one-year internship.
6. Teaching load. Respondents strongly supported assignment of internship workloads that are about half of the teaching load of a full-time teacher at the beginning of the internship, about two-thirds to three-quarters mid-way

through the internship, and near to the full teaching load when approaching the end of the internship.

7. Internship activities. Of fifteen possible internship activities listed for rating by respondents, there was strong support for including thirteen of these in Provincial Guidelines. In particular, each intern should have opportunities to "Respond to feedback received on his/her teaching."

8. Difficulties experienced in teaching. Comparisons among the three groups of respondents revealed that beginning teachers with no internship experience reported having difficulties in more areas than did beginning teachers with internship experience, and beginning teachers with internship experience reported experiencing difficulty in slightly more areas than did second-year teachers.

9. Supervision of interns. Respondents displayed strong support for having interns directly accountable to their principals. There was about as much support for one supervising teacher as for two to four supervising teachers.

10. Feedback and evaluation. There was very strong support for the introduction of Provincial Guidelines specifying "that feedback be provided to interns along with discussions on how to improve performance," and for a standard set of criteria for evaluating interns throughout Alberta.

11. Teaching load of supervising teachers. There was support--although this was somewhat divided--for reduced teaching loads for supervising teachers in compensation for the responsibilities associated with supervising interns.

12. Formal evaluation of interns. There was very strong support for supervising teachers formally evaluating interns and strong support for principals performing this role. Similarly, there was very strong support for supervising teachers being the final authority for the formal (written) evaluations of interns and strong support for principals being the final authority.

13. Rating of teaching experience. Beginning teachers with no internship experience tended to rate their teaching experience to date lower than did beginning teachers who

were former interns and second-year teachers without internship experience.

14. Professional life as a teacher. In commenting on their professional lives as teachers thus far, former interns and second-year teachers tended to identify the previous year's experience as their major source of satisfaction with, and ability to cope in, teaching.

15. Overall value of the internship. Teachers who were former interns provided a much higher rating for the internship as a means of facilitating the transition from student to professional teacher than did teachers who had had no such internship experience.

APPENDIX A
INTERVIEW SCHEDULE

INTERVIEW GUIDE

The purpose of this interview is to obtain your opinions about various aspects of the current Alberta Internship Program. As you know, one purpose of the Internship Program is to facilitate the transition from university student to professional teacher. Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed, but the source of individual opinions will not be identified. We also wish to assure you that we are evaluating the Internship Program and not individual Interns, Beginning Teachers, or staff associated with them.

Teacher Code _____

Date _____

Observer Code _____

Sex: _____ Male _____ Female

Name of School _____

Grades in school (circle all grades):

K 1 2 3 4 5 6 7 8 9 10 11 12

Approximate number of pupils in school _____

School District, Division or County name:

Degree(s)

Institution(s)

Year(s)

1. _____

2. _____

3. _____

1. Did you spend any time as a Teacher Intern? _____ Yes _____ No

If YES, please indicate months in internship (circle all):

1985 Sept Oct Nov Dec

1986 Jan Feb Mar Apr May Jun

2. How much teaching experience have you had as a full-time teacher prior to September, 1986 (other than as a Teacher Intern)?

_____ years _____ months

3. What other full-time work experience have you had, and what was the length of this experience?

4. Compared with full-time teachers in your school, what percentage of a full-time teacher's teaching load do you carry? (e.g., 75%, 100%, etc.)

_____ percent

5. Have you had (or are you receiving) any training on "effective teaching" since leaving university?

_____ Yes _____ No

If YES, where did you receive this training and what was the nature of this training?

About how much time was spent on this training?

6. From whom have you received supervisory assistance this fall?

What was the nature of this assistance?

POLICY ALTERNATIVES RELATING TO THE PREPARATION OF
ELEMENTARY AND SECONDARY TEACHERS

Using the five-point scale provided, please rate each of the following policy alternatives concerning the preparation of beginning Elementary teachers (including ECS) and beginning Secondary teachers in Alberta. Circle the appropriate number. (Answer both parts for each item.)

1 = Strongly Disagree (SD)

5 = Strongly Agree (SA)

0 = Can't tell

A. Alberta should

		SD					SA	Can't tell
1. <u>Continue</u> the optional (voluntary) Internship Program following either the B.Ed. or B.Ed. After Degree programs as in 1985-86 and 1986-87.	For elementary teachers	1	2	3	4	5		0
	For secondary teachers	1	2	3	4	5		0
2. <u>Introduce</u> a <u>compulsory</u> Internship Program for Beginning Teachers <u>to follow</u> either the B.Ed. or B.Ed. After Degree programs.	For elementary teachers	1	2	3	4	5		0
	For secondary teachers	1	2	3	4	5		0
3. <u>Introduce</u> an <u>optional</u> internship <u>as part of</u> either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5		0
	For secondary teachers	1	2	3	4	5		0
4. <u>Introduce</u> a <u>compulsory</u> internship <u>as part of</u> either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5		0
	For secondary teachers	1	2	3	4	5		0
5. Introduce provincial regulations requiring that each Beginning Teacher be assigned to a highly competent Teacher Supervisor.	For elementary teachers	1	2	3	4	5		0
	For secondary teachers	1	2	3	4	5		0
6. Introduce provincial regulations requiring that each Beginning Teacher be given a reduced teaching load.	For elementary teachers	1	2	3	4	5		0
	For secondary teachers	1	2	3	4	5		0

- | | | | | | | | |
|---|-------------------------|---|---|---|---|---|---|
| 7. Discontinue the current optional Teacher Internship Program and revert to the 1984-85 situation. | For elementary teachers | 1 | 2 | 3 | 4 | 5 | 0 |
| | For secondary teachers | 1 | 2 | 3 | 4 | 5 | 0 |

B. If the Teacher Internship Program were to continue, please indicate your extent of agreement with each of the following possible routes for permanent certification.

<u>Teacher Interns should be eligible for permanent certification following:</u>	SD					SA	Can't tell
1. Satisfactory completion of the Internship.	1	2	3	4	5		0
2. One year of satisfactory teaching following the Internship.	1	2	3	4	5		0
3. Two years of satisfactory teaching following the Internship.	1	2	3	4	5		0

C. Salary and Salary Credit

If the Teacher Internship were to continue, and assuming a reduced teaching load and reduced responsibilities for Teacher Interns (when compared with regular full-time teachers):

- | | |
|---|-----------------------|
| 1. Approximately what percentage of a Beginning Teacher's salary should a Teacher Intern receive? | a. ___ 25% |
| | b. ___ 50% |
| | c. ___ 75% |
| | d. ___ 100% |
| 2. To what extent should the Teacher Internship experience count for credit on the teacher salary grid? | a. ___ Not at all |
| | b. ___ Partial credit |
| | c. ___ Full credit |

D. Length of the Teacher Internship

If the Teacher Internship Program were to continue, the length of the Teacher Internship should be:

- | | |
|--------|--------------------|
| a. ___ | quarter year |
| b. ___ | half year |
| c. ___ | full year |
| d. ___ | more than one year |
| e. ___ | other (specify) |
-

Possible Guidelines for Teacher Internship

If a Teacher Internship program were to continue in Alberta, what Provincial Guidelines would you recommend?

E. Teaching Load

1. What percentage of the teaching load of a full-time teacher should be the teaching load of Teacher Interns at the beginning of the Internship period?
 - a. ☐ less than 20%
 - b. ☐ 20% to 39%
 - c. ☐ 40% to 59%
 - d. ☐ 60% to 79%
 - e. ☐ 80% and over
 - f. ☐ no Provincial Guidelines needed
2. What percentage of the teaching load of a full-time teacher should be the teaching load of Teacher Interns about mid-way through the Internship?
 - a. ☐ less than 20%
 - b. ☐ 20% to 39%
 - c. ☐ 40% to 59%
 - d. ☐ 60% to 79%
 - e. ☐ 80% and over
 - f. ☐ no Provincial Guidelines needed
3. What percentage of the teaching load of a full-time teacher should be the teaching load of Teacher Interns approaching the end of the Internship?
 - a. ☐ less than 20%
 - b. ☐ 20% to 39%
 - c. ☐ 40% to 59%
 - d. ☐ 60% to 79%
 - e. ☐ 80% and over
 - f. ☐ no Provincial Guidelines needed

F. Intern Activities

Provincial Guidelines on the Teacher Internship should specify that the Teacher Intern participate in each of the following:

	SD					Can't SA Tell
	1	2	3	4	5	0
1. Observation, analysis and discussion of teaching at different grade levels.						
2. Observation, analysis and discussion of teaching in different subject areas.						
3. Teaching at different grade levels.						

	SD					SA	Can't Tell
4. Teaching in different subject areas.	1	2	3	4	5		0
5. Extended teaching experience involving one class group.	1	2	3	4	5		0
6. Organization of extra-curricular activities.	1	2	3	4	5		0
7. Professional development activities at the system and/or provincial level.	1	2	3	4	5		0
8. In-school professional development activities.	1	2	3	4	5		0
9. Interviews with parents about progress of students.	1	2	3	4	5		0
10. Field trips.	1	2	3	4	5		0
11. School committee meetings.	1	2	3	4	5		0
12. Observation of the work of school administrators, counsellors, support staff.	1	2	3	4	5		0
13. Assistance in the library or resource room.	1	2	3	4	5		0
14. ATA teacher induction activities.	1	2	3	4	5		0
15. Respond to feedback received on his/her teaching.	1	2	3	4	5		0

G. Supervision of Teacher Interns

Provincial Guidelines should specify that each Teacher Intern:

	SD					SA	Can't Tell
1. Be directly accountable to the Principal or Head Teacher of the school to which the Intern is assigned.	1	2	3	4	5		0
2. Work with one Supervising Teacher for the duration of the Internship (even though other teachers may be involved with the Intern).	1	2	3	4	5		0
3. Work with at least two and not more than four Supervising Teachers during the Internship.	1	2	3	4	5		0

H. Feedback and Evaluation

	SD					SA	Can't Tell
1. Provincial Guidelines should specify that feedback be provided to Teacher Interns along with discussions on how to improve performance.	1	2	3	4	5		0
2. Provincial Guidelines should specify a standard set of criteria for evaluating Teacher Interns throughout Alberta.	1	2	3	4	5		0
3. Provincial Guidelines should specify that supervisors of Teacher Interns be given a reduced teaching load because of their supervisory responsibilities.	1	2	3	4	5		0
4. To what extent should <u>each</u> of the following be involved in the formal (written) evaluation of Teacher Interns?							
	Not at All					To a Large Extent	Can't Tell
a. Principal or other in-school administrator	1	2	3	4	5		0
b. Teacher Supervisor(s)	1	2	3	4	5		0
c. Central Office Supervisor(s)	1	2	3	4	5		0
d. Superintendent (or designate)	1	2	3	4	5		0
5. Who should have the <u>final</u> authority for the formal (written) evaluation of Teacher Interns. (Check <u>one</u> only.)							
a. <input type="checkbox"/> Principal or other in-school administrator							
b. <input type="checkbox"/> Teacher Supervisor(s)							
c. <input type="checkbox"/> Central Office Supervisor(s)							
d. <input type="checkbox"/> Superintendent							
e. <input type="checkbox"/> Other (please specify)							

I. Overall Value of the Alberta Teacher Internship

On the ten-point scale given below, please rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher.

Unable to Judge	No Value										Highly Valuable
0	1	2	3	4	5	6	7	8	9	10	

J. Comments

APPENDIX B**INTERVIEW SCHEDULE: SCHOOL-RELATED DIFFICULTIES**

INTERVIEW GUIDE

At this time, to what extent are you experiencing difficulties in each of the following areas?

	No Difficulties			Serious Difficulties		Don't Know
1. Handling classroom routines	1	2	3	4	5	0
2. Controlling students	1	2	3	4	5	0
3. Giving instructions	1	2	3	4	5	0
4. Specifying objectives	1	2	3	4	5	0
5. Selecting content	1	2	3	4	5	0
6. Organizing material	1	2	3	4	5	0
7. Developing lesson plans	1	2	3	4	5	0
8. Developing unit plans	1	2	3	4	5	0
9. Presenting information	1	2	3	4	5	0
10. Explaining content	1	2	3	4	5	0
11. Using questioning techniques	1	2	3	4	5	0
12. Using pacing techniques	1	2	3	4	5	0
13. Summarizing content	1	2	3	4	5	0
14. Utilizing media	1	2	3	4	5	0
15. Establishing rapport with students	1	2	3	4	5	0
16. Motivating students	1	2	3	4	5	0
17. Accommodating individual student needs	1	2	3	4	5	0
18. Encouraging student participation	1	2	3	4	5	0
19. Working with other staff members	1	2	3	4	5	0
20. Grouping students for instruction	1	2	3	4	5	0
21. Arranging the classroom for instruction	1	2	3	4	5	0
22. Diagnosing learner needs	1	2	3	4	5	0
23. Monitoring student progress	1	2	3	4	5	0

	No Difficulties			Serious Difficulties			Don't Know
24. Assessing student achievement	1	2	3	4	5		0
25. Reporting student progress	1	2	3	4	5		0
26. Observing and analyzing teaching	1	2	3	4	5		0
27. Planning and implementing co-curricular activities	1	2	3	4	5		0
28. Self-assessment	1	2	3	4	5		0
29. Asking others for advice and assistance	1	2	3	4	5		0
30. Communication with parents	1	2	3	4	5		0
31. Using the school library or resource room	1	2	3	4	5		0
32. Finding instructional materials	1	2	3	4	5		0
33. Developing instructional materials	1	2	3	4	5		0
34. Participating in inservice activities	1	2	3	4	5		0

What are your reactions at this time to your professional life as a teacher?

Using the following scale, how would you rate your experience thus far as a teacher?

Low
Rating

High
Rating

1 2 3 4 5 6 7 8 9 10

Please comment on the rating you have given.

APPENDIX C
SUPPORTING DATA

Table 1a
Extent of Agreement with Policy Alternatives
(Interviews during Classroom Observations)

Alternative	Beginning Teachers (No Internship) (n = 48)						Beginning Teachers (Former Interns) (n = 92)						Second-Year Teachers (No Internship) (n = 97)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
	χ^2						χ^2						χ^2					
1. Continue optional post-B.Ed. internship	E 23	10	10	17	15	25	8	9	14	27	33	10	14	10	20	12	24	20
	S 21	13	10	13	15	29	9	9	15	25	32	11	13	9	14	11	23	29
2. Introduce compulsory post-B.Ed. internship	E 48	13	15	2	8	15	22	11	15	15	27	10	45	8	11	12	7	16
	S 44	15	10	2	8	21	21	11	16	15	26	11	41	10	9	10	5	24
3. Introduce optional internship as part of the B.Ed. program	E 19	10	17	31	6	17	33	10	14	21	11	12	21	12	24	9	20	14
	S 17	10	23	23	4	23	34	11	14	22	10	10	21	11	19	10	13	26
4. Introduce compulsory internship as part of the B.Ed. program	E 46	6	15	10	8	15	21	13	8	13	32	14	36	11	9	12	16	16
	S 40	6	13	10	10	21	22	12	9	13	32	13	33	14	7	9	12	24
5. Assign beginning teachers to highly competent supervisors	E 13	15	17	19	31	6	11	7	13	19	41	10	10	3	12	21	39	15
	S 10	13	15	19	31	13	11	7	13	21	39	10	9	3	12	21	36	19
6. Reduce teaching load of beginning teachers	E 27	13	10	25	17	8	17	14	22	21	15	11	27	19	17	8	16	14
	S 25	15	6	23	15	17	15	13	24	22	16	10	25	17	14	10	14	20
7. Discontinue current internship program	E 13	23	17	8	10	29	63	12	9	3	5	8	41	13	10	4	8	23
	S 13	23	17	4	8	35	64	11	8	3	4	10	38	11	9	4	8	29

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell
E = Elementary; S = Secondary

Table 2a

Extent of Agreement with Alternatives for Permanent Certification
(Interviews during Classroom Observations)

Alternative for Permanent Certification	Beginning Teachers (No Internship) (n = 48)					Beginning Teachers (Former Interns) (n = 92)					Second-Year Teachers (No Internship) (n = 97)							
	SD	D	N	A	%	SD	D	N	A	%	SD	D	N	A	%			
1. Following satisfactory completion of internship	35	13	6	4	21	39	13	20	5	19	4	59	8	7	4	7	14	
2. Following internship and one year of satisfactory teaching	8	8	13	15	42	15	2	9	8	13	65	3	13	6	14	13	43	9
3. Following internship and two years of satisfactory teaching	33	17	13	8	13	17	55	11	12	7	8	8	37	12	8	9	24	9

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 9a

Extent of Agreement with Activities in Which Interns Should Participate
(Interviews during Classroom Observations)

Activity	Beginning Teachers (No Internship) (n = 48)						Beginning Teachers (Former Interns) (n = 92)						Second Year Teachers (No Internship) (n = 97)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
	\bar{x}						\bar{x}						\bar{x}					
1. Observation, analysis and discussion of teaching at different grade levels	2	2	10	33	52	--	4	2	14	19	58	3	5	4	12	31	44	3
2. Observation, analysis and discussion of teaching in different subject areas	--	4	10	27	58	--	4	3	14	20	57	2	3	1	11	32	50	3
3. Teaching at different grade levels	6	6	21	23	40	4	5	5	12	22	50	5	3	5	22	24	41	5
4. Teaching in different subject areas	4	4	15	27	50	--	5	2	10	24	58	14	2	3	16	28	47	4
5. Teaching the same class or classes for a period of several months	2	4	13	33	40	8	1	3	8	22	64	24	1	4	10	29	50	6
6. Organization of extra-curricular activities	4	2	23	27	44	--	--	3	22	28	47	--	3	7	16	28	41	5
7. Professional development activities at the system and/or Provincial level	2	2	15	29	50	2	--	2	8	23	67	--	1	4	11	26	54	4
8. In-school professional development activities	--	2	13	29	56	--	--	1	4	22	73	--	--	4	7	23	62	4
9. Interviews with parents about progress of students	2	--	6	33	58	--	--	1	8	22	69	1	2	1	13	23	57	4
10. Field trips	2	--	10	38	50	--	1	--	9	25	65	--	1	2	7	27	59	4

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 9a (Continued)

Activities	Beginning Teachers (No Internship) (n = 48)						Beginning Teachers (Former Interns) (n = 92)						Second Year Teachers (No Internship) (n = 97)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
	%						%						%					
11. School committee meetings	--	2	13	38	48	--	--	2	13	27	58	--	2	4	8	24	58	4
12. Observation of the work of school administrators, counsellors, support staff	8	4	17	27	44	--	--	9	26	30	33	2	4	8	22	25	35	6
13. Assistance in the library or resource room	6	13	25	29	19	8	8	19	36	19	15	4	11	21	26	21	17	5
14. ATA teacher induction activities	2	6	29	21	29	13	2	5	22	16	50	4	2	10	24	28	30	6
15. Respond to feedback received on his/her teaching	--	--	2	23	75	--	--	--	7	16	74	2	--	1	3	25	66	5

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 10a

Extent of Agreement with Approaches to Supervision of Interns
(Interviews during Classroom Observations)

Aspect of Supervision	Beginning Teachers (No Internship) (n = 48)					Beginning Teachers (Former Interns) (n = 92)					Second-Year Teachers (No Internship) (n = 97)							
	SD	D	N	A	%	SD	D	N	A	%	SD	D	N	A	%			
Directly accountable to the principal	8	2	6	19	58	6	3	3	16	19	58	1	2	6	14	28	41	8
One supervising teacher	8	6	25	27	31	2	10	9	23	19	40	--	7	13	18	19	38	5
Two to four supervising teachers	19	6	13	27	29	6	15	13	25	15	28	3	18	17	13	18	28	7

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 11a
Extent of Agreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Classroom Observation Phase)

Possible Guidelines	Beginning Teachers (No Internship) (n = 48)					Beginning Teachers (former Interns) (n = 92)					Second-Year Teachers (No Internship) (n = 97)							
	SD	D	N	A	%	SD	D	N	A	%	SD	D	N	A	%			
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	--	--	--	31	67	2	--	--	8	17	75	--	1	1	3	25	65	5
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	--	4	2	31	60	2	3	1	9	23	63	1	2	1	4	28	59	6
3. Provincial Guidelines should specify that supervising teachers be given a reduced teaching load	8	4	21	31	31	4	16	15	24	16	27	1	16	10	14	23	27	10

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

CHAPTER 5

SURVEY OF SUPERINTENDENTS

TABLE OF CONTENTS

	Page
Introduction	221
Method	221
Sample	221
Results	222
Employment of Interns	222
Changes in policies	223
Factors hindering development of interns	223
Policy Alternatives	224
Certification of interns	224
Salary and salary credit	227
Length of internship	227
Teaching load	227
Activities of interns	227
Supervision and evaluation of interns	232
Opinions regarding Provincial Guidelines about supervising teachers	232
Overall rating	236
Summary Statement	236
Policy Options	239
Appendix A. Survey for Superintendents	241
Appendix B. Tables 5.1a, 5.2a, 5.9a, 5.10a and 5.14a	259

LIST OF TABLES

Table		Page
5.1	Percentages of Agreement and Disagreement with Policy Alternatives	225
5.2	Percentages of Agreement and Disagreement with Alternatives for Permanent Certification	226
5.3	Preferences about Salary of Interns	228
5.4	Preferences about Salary Grid Credit for Internship Experience	228
5.5	Preferences about Degree of Responsibility of Organizations in Developing Internship Policy and Guidelines	229
5.6	Preferences about Degree of Responsibility of Organizations in Administering the Internship	229
5.7	Preferences about Length of Internship	230
5.8	Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers, at Beginning, Middle and End of Internship	230
5.9	Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate	231
5.10	Percentages of Agreement and Disagreement with Approaches to Supervision of Interns	233
5.11	Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns	233
5.12	Preferences about Extent of Involvement of Different Personnel in Formal Evaluation of Interns	234
5.13	Preferences about Final Authority for Formal Evaluation of Interns	234
5.14	Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Supervising Teachers	235

	Page
5.15 Preferences about Extent of Involvement of Individuals or Organizations in Selection of Supervising Teachers	237
5.16 Perceptions about the Value of Internship as a Means of Facilitating the Transition from Student to Professional Teacher	238

SURVEY OF SUPERINTENDENTS

Introduction

In March 1986 Alberta superintendents were surveyed as part of the evaluation of the Initiation to Teaching (Internship) Project. A questionnaire was sent to the 115 jurisdictions in which interns were employed. It investigated the criteria used to select interns and supervising teachers, processes used to address professional development needs, and the superintendents' opinions about policies and guidelines and the impact of the internship. The results of that survey are presented in Volume I of the Technical Report.

The superintendents were surveyed once again in the Fall of 1986, this time with two major purposes: to determine any changes in practices or perceptions in the second year of the project and to obtain superintendents' opinions on the policy statements that were being assessed by a number of other stakeholder groups.

Method

The survey was constructed in two parts: the first section solicited information on numbers of interns and changes made in policies or practices; the second part was identical to the interview schedule developed by the project team and employed with various groups to obtain opinions about policy options (see Appendix A).

Sample

Surveys were mailed to every school district listed on mailing labels obtained from Alberta Education (n = 285). This list included a number of single-school private jurisdictions and many jurisdictions which did not employ interns; in order to solicit as many opinions as possible, the selection exceeded those school jurisdictions which employed interns. Nevertheless, a number of superintendents called or wrote to say that they were in single-school jurisdictions or that they had completed similar surveys as principals, or that they otherwise preferred not to complete the survey.

The total number of questionnaires returned unopened was 14. Thirteen others were returned after the data had been analyzed. Thus, out of the 271 surveys administered and not refused, 134 (49%) were returned; 121 of these are included in the analysis. Although this is a relatively low response rate the number of interns employed in these 121 jurisdictions in 1985-86 was 741, representing approximately 82% of the total number of interns employed in 1985-86.

Of the 121 superintendents who returned their surveys within the time allotted, 34 indicated that their jurisdictions contained only one school each. Three jurisdictions had more than 190 schools each. The median number of schools per jurisdiction was 6 (mean = 12.9; SD = 34.7). Two respondents did not answer this question. The median number of teachers in these jurisdictions was 67 (mean = 224.5; SD = 707.1); the numbers of teachers ranged from one in two school jurisdictions to more than 1,400 in each of four jurisdictions.

Results

Employment of Interns

Eighty-three (68.6%) of the responding superintendents indicated that they had one or more interns currently employed in their school jurisdictions. The median number of interns in a jurisdiction was two (mean = 8.28; SD = 25.04). Three jurisdictions each had 50 or more interns; the maximum number of interns in any one jurisdiction was 169. Nine jurisdictions indicated that they had schools in which there were two or more interns. Most of these had only one school with two interns, but in one jurisdiction there were 12 schools with two or more interns and in another there were 17 schools with two or more interns.

Superintendents were asked to specify the criteria used in selecting schools to which interns were assigned. Seventy-one superintendents responded to this question. Their responses were categorized into four major groups. The most frequent category of criterion listed was availability of the intern/need of the school; 27 (38%) of the responding superintendents listed this as the major criterion. The other two criteria most frequently cited were proposals from the staff (26.7% listed this criterion) and interest expressed in the school (15.5%). A further criterion, listed eight times, was specific skills of the intern.

One hundred and thirteen of the 121 respondents answered the question asking how many interns were employed in their jurisdictions during 1985-86; 28 of these had no interns in 1985-86; 25 jurisdictions had only one intern

each. Two jurisdictions had had more than 100. The median number of interns per jurisdiction in 1985-86 was three. The total number in those 113 jurisdictions was 741.

According to responses from those 113 jurisdictions, 503 (67.9%) of the 741 interns completed the full year of internship. For example, in the jurisdiction which had 169 interns in 1985-86, 123 (72.8%) of these interns completed the full year of internship.

Changes in policies. Of the 121 superintendents who responded to the survey, only 23 indicated that they had made changes in the assignments of their interns in 1986-87. Some comments imply referred to assignments in subjects areas or grade levels different from the previous year. More specific changes included clarifying interns' responsibilities, providing wider-ranging responsibilities or more orderly progression of responsibilities, providing for more input from interns, and eliminating "negative experiences."

Sixteen superintendents indicated that they had made changes in the supervision of interns, primarily by increasing the amount of supervision or by involving specific persons in the supervision process. Two superintendents indicated that they had planned more inservice activities this year for supervising teachers, and one district changed its coaching model by using the Professional Development Grant to hire an external coach for 10-12 sessions on supervision and to release teachers for inservice on supervision.

Thirteen superintendents indicated that changes had been made in the policies for selecting supervising teachers; this year, more supervising teachers were to be selected by school principals and/or central office personnel. A few districts mentioned that there would be fewer supervising teachers this year. Twelve superintendents indicated that changes had been made to provide support for supervising teachers. Most responding jurisdictions said that there would be additional inservice this year for supervising teachers. Only two said that they would be offering no special support for supervising teachers.

Factors hindering development of interns. Finally, the superintendents were asked to list major factors hindering optimum development of interns in their school jurisdictions. In total there were 88 comments; 15 referred to a lack of applicants or a lack of applicants who matched their particular needs (e.g., French immersion, specific religious beliefs), and 14 superintendents mentioned the difficulty of enticing applicants to rural or northern

jurisdictions. The next largest category of responses (n = 13) referred to shortages of funds and personnel for inservice programs, and nine superintendents referred to a lack of administrative and supervisory time. The lack of clarity in Provincial Guidelines was mentioned by eight superintendents. A number of other factors were listed two or three times--for example, the parochial nature of schools, lack of interaction due to distances, inadequate supervision of interns, poor quality of applicants, and limited teaching openings.

Policy Alternatives

This section of the survey was identical to that administered to all other stakeholder groups. However, because this was done as a mailed survey rather than in person, there were fewer comments and clarifying remarks. The results of superintendents' ratings are shown in Tables 5.1 to 5.16; these tables list the percentages of superintendents who chose each response and, where appropriate, indicate the mean ratings of responses on 1-5 scales. (See Appendix B for tables with the designation "a.")

Superintendents' ratings of the alternative internship models are shown in Tables 5.1 and 5.1a. There appears to be no strong preference among superintendents for any of the first four internship alternatives. However, the first option, to continue the internship program as it now exists, was ranked highest over all; approximately twice as many respondents agreed with the statement as those who disagreed with it. Introducing an optional internship as part of a B.Ed. program was ranked lowest. In general, superintendents appeared to be more supportive of internships within B.Ed. programs than of those which follow the B.Ed. program.

There was little support for introducing regulations requiring assignment of beginning teachers to competent supervising teachers and for requiring that beginning teachers be given reduced teaching loads. Indeed, more than two-thirds of the respondents disagreed with the latter proposal. There was strong disagreement with the statement about the possibility of discontinuing the current internship program and reverting to the 1984-85 situation.

Certification of interns. Superintendents supported the existing situation of interns being eligible for permanent certification after two years of satisfactory teaching following internship; fully 96% of the respondents agreed with that statement (see Tables 5.2 and 5.2a). There was strong disagreement with the idea of permanent certification following internship and little agreement with the idea that one year of successful teaching following internship would be adequate for certification.

Table 5.1

Percentages of Agreement and Disagreement with Policy
Alternatives
(Survey of Superintendents)

Alternative		n	Disagree	Agree
1. Continue optional post-B.Ed. internship	E	102	27	59
	S	101	26	60
2. Introduce compulsory post-B.Ed. internship	E	101	44	42
	S	101	41	47
3. Introduce optional internship as part of the B.Ed. program	E	100	53	29
	S	100	52	29
4. Introduce compulsory internship as part of the B.Ed. program	E	100	53	37
	S	100	51	38
5. Assign beginning teachers to highly competent supervisors	E	104	43	41
	S	105	44	42
6. Reduce teaching load of beginning teachers	E	103	62	25
	S	104	61	23
7. Discontinue current internship program	E	103	84	10
	S	104	84	9

Disagree = % either Strongly Disagree or Disagree;

Agree = % either Strongly Agree or Agree.

E = Elementary; S = Secondary.

Table 5.2

Percentages of Agreement and Disagreement with Alternatives
for Permanent Certification
(Survey of Superintendents)

Alternative for Permanent Certification	n	Disagree	Agree
1. Following satisfactory completion of internship	96	94	5
2. Following internship and one year of satisfactory internship	99	45	29
3. Following internship and two years of satisfactory teaching	104	14	77

Disagree = % either Strongly Disagree or Disagree;
Agree = % either Strongly Agree or Agree.

Salary and salary credit. Most superintendents (78%) stated that interns should receive 75% of a beginning teacher's salary (see Table 5.3). All but two of the remaining respondents indicated that interns should receive 50% of a beginning teacher's salary. There was much less agreement, however, on the extent to which the internship should count for credit. Approximately one-half of the superintendents believed that internship should count for some credit, but 13% considered that it should be given full credit and one-third suggested that no credit be given (see Table 5.4).

Guidelines and policies and administration. Superintendents appear to believe that Alberta Education and school systems together should have the major responsibility for establishing internship guidelines and policies (see Table 5.5). The universities, the ASTA and the ATA were ranked much lower, although superintendents indicated that the universities and the ATA should have some involvement.

The rankings were similar with respect to superintendents' opinions about who should be responsible for administering the internship program (see Table 5.6), except that they assigned much greater responsibility to school systems. They saw little involvement for the universities, the ATA or the ASTA.

Length of internship. As indicated in Table 5.7, a full year of internship was the clear preference of superintendents; 94% chose this time period.

Teaching load. Superintendents saw the teaching load of interns as increasing progressively (see Table 5.8). Three-quarters of the superintendents believed that, at the beginning of internship, interns should be teaching less than 60% of the time. There was greater variation in responses to the question on how much interns should be teaching mid-way through the internship, but over two-thirds of the superintendents indicated that teachers should be teaching at least 60% of the time. Virtually all respondents believed that interns should be teaching more than 60% of the time by the end of internship; two-thirds of those indicated that interns should teach 80% or more of the full-time teaching load.

Activities of interns. Superintendents believed that interns should participate in virtually all of the activities listed in Tables 5.9 and 5.9a. Strongest support was assigned to participating in professional development activities, observing and teaching at different grade levels and in different subject areas, and interacting with other

Table 5.3
 Preferences about Salary of Interns
 (Survey of Superintendents)

Percentage of Beginning Teacher's Salary That Interns Should Receive	f	%
25%	--	--
50%	22	20
75%	84	78
100%	2	2
Total	108	100

Table 5.4
 Preferences about Salary Grid Credit for
 Internship Experience
 (Survey of Superintendents)

Amount of Salary Grid Credit Awarded for Internship Experience	f	%
None	38	35
Partial	56	52
Full	14	13
Total	108	100

Table 5.5

Preferences about Degree of Responsibility of Organizations in Developing
Internship Policy and Guidelines
(Survey of Superintendents)

Organization	n	Major Responsibility %	Some Involvement %	Not Involved %	Rank*
1. Alberta Education	109	74	26	--	1
2. Alberta School Trustees' Association	107	3	63	35	5
3. Alberta Teachers' Association	109	6	79	15	4
4. Universities	108	12	78	10	3
5. School systems	109	46	53	1	2

*Based on weighting of 3 assigned to major responsibility, 2 to some involvement, and 1 to not involved.

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some" and "none."

Table 5.6

Preferences about Degree of Responsibility of Organizations in Administering
the Internship
(Survey of Superintendents)

Organization	n	Major Responsibility %	Some Involvement %	Not Involved %	Rank*
1. Alberta Education	106	34	58	8	2
2. Alberta School Trustees' Association	105	2	30	68	5
3. Alberta Teachers' Association	105	5	49	47	4
4. Universities	107	12	57	31	3
5. School systems	108	93	6	1	1

*Based on weighting of 3 assigned to major responsibility, 2 to some involvement, and 1 to not involved.

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some" and "none."

Table 5.7

Preferences about Length of Internship
(Survey of Superintendents)

Length of Internship	f	%
1. Quarter year	--	--
2. Half year	4	4
3. Full year	102	94
4. More than one year	--	--
5. Other	2	2
Total	108	100

Table 5.8

Preferences about Teaching Load of Interns, Expressed as
Percentages of Teaching Load of Full-Time Teachers,
at Beginning, Middle, and End of Internship
(Survey of Superintendents)

Stage of Internship	n	Less than 20%	20- 39%	40- 59%	60- 79%	80%+	No Guidelines Needed
At the beginning of the internship	108	6	35	32	14	3	9
About mid-way through the internship	108	--	3	25	49	14	9
Approaching the end of the internship	108	--	1	1	27	56	15

Table 5.9
Percentages of Agreement and Disagreement with Activities in Which Interns
Should Participate
(Survey of Superintendents)

Activities	n	Disagree	Agree
1. Observation, analysis and discussion of teaching at different grade levels	107	7	86
2. Observation, analysis and discussion of teaching in different subject areas	107	8	81
3. Teaching at different grade levels	107	5	82
4. Teaching in different subject areas	107	7	80
5. Teaching the same class or classes for a period of several months	107	14	62
6. Organization of extra-curricular activities	107	12	63
7. Professional development activities at the system and/or provincial level	107	8	87
8. In-school professional development activities	107	4	93
9. Interviews with parents about progress of students	107	7	82
10. Field trips	107	7	73
11. School committee meetings	107	17	67
12. Observation of the work of school administrators, counsellors, support staff	107	18	61
13. Assistance in the library or resource room	106	23	49
14. ATA teacher induction activities	99	24	43
15. Interacting with other interns in formal workshops focusing on the internship	106	7	80

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree.

interns; as indicated in Table 5.9, more than 80% of the superintendents agreed with each of these statements. Least support was given to participating in ATA induction activities, assisting in the library, organizing extracurricular activities, and observing the work of school administrators, support staff and counsellors.

Supervision and evaluation of interns. Superintendents strongly believed that interns should be directly accountable to their school principals; 83% of the respondents agreed with that statement (see Tables 5.10 and 5.10a). There was considerable variation with respect to whether or not each intern should work with one supervising teacher or with from two to four supervising teachers; on both of these items responses were almost evenly distributed along the continuum from strongly disagree to strongly agree (see Table 5.10a).

With respect to feedback and evaluation of interns (see Table 5.11), there was strong support for the idea that Provincial Guidelines should specify that feedback be provided to interns; 87% of the respondents agreed with that statement. There was only moderate support for the idea that there should be a standard set of criteria for evaluating interns throughout Alberta; also, on this item respondents were almost evenly distributed along the continuum from strongly disagree to strongly agree.

With respect to who should be involved in the formal evaluation of interns (see Table 5.12), respondents believed that the principal and the supervising teacher(s) should be involved to a large extent; 85% recorded considerable involvement for the principal and 79% indicated considerable involvement for the supervising teacher(s). In the matter of evaluation, superintendents saw minimal involvement for central office supervisors and even less for superintendents.

There was no consensus among superintendents about who should have final authority for formal evaluation of interns. Almost half suggested that it should be the principal (see Table 5.13) with the remainder almost evenly divided among the supervising teacher(s), central office personnel and the superintendent.

Opinions regarding Provincial Guidelines about supervising teachers. Superintendents appear not to hold strong views about supervising teachers (see Tables 5.14 and 5.14a). Two-thirds of the respondents agreed that Provincial Guidelines should specify minimum qualifications for supervising teachers, and 78% agreed that guidelines should specify minimum competency criteria. However, fewer than half of the superintendents believed that school

Table 5.10

Percentages of Agreement and Disagreement with Approaches
to Supervision of Interns
(Survey of Superintendents)

Supervisory Alternative	n	Disagree	Agree
1. Directly accountable to the principal	107	8	83
2. One supervising teacher	107	31	50
3. Two to four supervising teachers	106	35	53

Disagree = % either Strongly Disagree or Disagree;
Agree = % either Strongly Agree or Agree.

Table 5.11

Percentages of Agreement and Disagreement with Possible
Provincial Guidelines about Feedback to, and
Evaluation of, Interns
(Survey of Superintendents)

Possible Guideline	n	Strongly Disagree			Strongly Agree			Mean	SD
		1	2	3	4	5			
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	108	5	3	6	24	63		4.38	1.04
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	108	21	9	18	33	18		3.18	1.42

Table 5.12

Preferences about Extent of Involvement of Different
Personnel in Formal Evaluation of Interns
(Survey of Superintendents)

Personnel	n	Not at All 1	2	3	4	To a Large Extent 5	Mean	SD
1. Principal or other in-school administrator	108	1	2	12	25	60	4.42	0.84
2. Supervising teacher(s)	107	4	2	15	24	55	4.25	1.03
3. Central office supervisor(s)	104	11	18	33	22	16	3.15	1.21
4. Superintendent (or designate)	104	17	26	26	18	12	2.83	1.27

Table 5.13

Preferences about Final Authority for Formal Evaluation
of Interns
(Survey of Superintendents)

Evaluator	f	%
1. Principal or other in-school administrator	51	49
2. Supervising teacher(s)	16	15
3. Central office supervisor(s)	13	12
4. Superintendent (or designate)	21	20
5. Other, or a combination	4	4
Total	105	100

Table 5.14

Percentages of Agreement and Disagreement with Possible
Provincial Guidelines about Supervising Teachers
(Survey of Superintendents)

Possible Guidelines	n	Disagree	Agree
1. Specification of minimum academic qualifications for supervising teachers	107	23	65
2. Specification of minimum competency criteria for supervising teachers	107	17	78
3. Specification that supervising teachers be given a reduced teaching load	108	57	22
4. School systems should be responsible for providing supervisory training for supervising teachers	106	25	48
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	104	28	47

Disagree = % either Strongly Disagree or Disagree;
Agree = % either Strongly Agree or Agree.

systems should be responsible for providing training for supervising teachers, and only 47% believed that training in supervision should be required of all supervising teachers; 28% of the respondents disagreed with this view. There was even less support for the idea that supervising teachers be given reduced teaching loads; more than half of the respondents disagreed with this statement.

According to the superintendents, selection of supervising teachers should be largely a responsibility of the principal (see Table 5.15). On the five-point scale from 1 "Not at all" to 5 "To a large extent," the mean for principals was 4.80. Respondents saw the superintendent as having the next greatest responsibility (mean = 3.94). Teachers in the school should be involved to a much smaller extent (mean = 2.68) and respondents saw very little involvement for Alberta Regional Offices of Education (mean = 1.52), the ATA (mean = 1.29), the universities (mean = 1.43) or the ASTA (mean = 1.14).

Overall rating. Overall, superintendents continued to rate the internship highly (see Table 5.16); 81% of the respondents assigned it a 7 or more on the 10-point scale, and only 7% rated it at 5 or less. The mean rating given was 8.00.

Summary Statement

In the opinion of the 121 superintendents who responded to the survey, qualifications and needs of interns did not figure prominently in decisions about employing interns. The decisions appeared to be made primarily on the basis of school needs and staff proposals. Most school jurisdictions appeared to be happy to take whatever interns they could get. Few jurisdictions made changes for the 1986-87 year; a few increased the amount of supervision of interns; some (13) jurisdictions changed the mechanism for selecting supervising teachers and a few (12) provided additional inservice for supervising teachers.

In the opinion of the superintendents, the major factors hindering optimum development of interns were the lack of applicants (15 comments), the difficulty of enticing interns to northern and rural jurisdictions (14 comments), a lack of funds for inservice (13 comments), shortage of time (9 comments) and unclear guidelines (8 comments).

Table 5.15

Preferences about Extent of Involvement of Individuals or
Organizations in Selection of Supervising Teachers
(Survey of Superintendents)

Individual/ Organization	n	Mean	SD
1. Principal	107	4.80	0.44
2. Teachers in the school	106	2.68	1.22
3. Superintendent (or designate)	105	3.94	1.27
4. Alberta Regional Office of Education	105	1.52	0.81
5. Alberta Teachers' Association	104	1.29	0.62
6. Universities	104	1.43	0.77
7. Alberta School Trustees' Association	104	1.14	0.47

The scale used was 1 "Not at all" to 5 "To a large extent."

Table 5.16

Perceptions about the Value of Internship as a Means
of Facilitating the Transition from Student to
Professional Teacher
(Survey of Superintendents)

Value	f	%
10 Highly valuable	24	29
9	--	--
8	25	30
7	18	22
6	2	2
5	3	4
4	1	1
3	--	--
2	1	1
1 No value	1	1
Unable to judge	7	8
Total	82	98
Mean	8.00	

Policy Options

The following is a point-form summary of the opinions of the sample of Alberta superintendents regarding the various internship policy alternatives.

1. Continuing the internship. Clearly, superintendents do not wish to revert to the pre-1985 situation in which there was no internship, but there was considerable variation of opinion about which model of internship is preferable. There was most support for an optional internship program which follows a B.Ed. degree; there was little support for internship programs within university programs.
2. Loads of beginning teachers. Superintendents did not agree that beginning teachers should have reduced teaching loads, and they were evenly divided on the question of assigning beginning teachers to competent supervisors.
3. Permanent certification. Superintendents strongly favored+ the existing policy regarding certification of teachers; that is, they should be eligible only after two years of successful teaching following internship.
4. Salary of interns. Superintendents believed that interns should receive approximately 75% of a beginning teacher's salary and approximately half considered that internship should count for "some" credit on the salary grid for teachers.
5. Length of internship. There was strong support for a full year of internship.
6. Responsibility for establishing guidelines. Superintendents thought that Alberta Education should be primarily responsible for establishing internship guidelines and policies but there should be considerable input from the ATA and from the universities.
7. Responsibility for administering internship. Superintendents expressed more support for shared responsibility in establishing the guidelines than for administering them. They indicated that school systems should be primarily responsible for administering the policies, with some involvement by Alberta Education and the universities.
8. Teaching load. Superintendents supported the concept of a reduced teaching load at the beginning of the internship, progressing to a teaching load of 60% or more toward the end of the internship.
9. Internship activities. Superintendents supported interns' participation in virtually all of a range of 15

specified activities. They appeared to be supportive of interns receiving a variety of experiences. They gave somewhat less support to continuity of experiences, attendance at staff meetings, ATA activities and observing the work of support or administrative and resource staff members.

10. Supervision of interns. There was strong support for having interns directly accountable to their principals, but superintendents' opinions were evenly divided as to whether each intern should work primarily with one or with two to four supervising teachers.

11. Feedback and evaluation. There was strong support for establishing guidelines specifying that feedback be provided to interns, but only moderate support for a standard set of criteria for evaluating interns. There was no consensus on who should have final authority for formal evaluation of interns; however, approximately half of the superintendents believed that is the principal's responsibility.

12. Supervising teachers. Superintendents were only moderately in favor of assisting and training supervising teachers. They believed that there should be criteria for selecting supervising teachers and that the supervisors should be selected primarily by the principals and superintendents. There was little support for the idea of reduced teaching loads for supervising teachers.

13. Overall value of the internship. Superintendents gave a high rating to the internship, scoring it an average of 8.0 on a 10-point scale.

APPENDIX A
SURVEY FOR SUPERINTENDENTS



The
University of
Lethbridge

4401 University Drive
Lethbridge, Alberta, Canada
T1K 3M4

FACULTY OF EDUCATION
RESEARCH, EVALUATION and
DEVELOPMENT CENTRE
(403) 329-2424

November 19, 1986.

Dear Superintendent,

As indicated in recent letters to you from Dr. Irving Hastings and Dr. Reno Bosetti, we are once again soliciting input for this year's evaluation of the Initiation to Teaching (Internship) Project.

Enclosed is a two-part survey which we are asking you to complete and return to us not later than December 5. We have enclosed a stamped self-addressed envelope for the return of your survey.

Part I of the survey is very brief and is to be completed only by Superintendents. Part II asks for your opinions about various policy alternatives and guidelines. This portion of the survey is somewhat lengthy, but we believe your input to be very important. All stakeholder groups are being asked to respond to Part II.

On behalf of the Evaluation team, which is headed by Dr. E. Ratsoy of the University of Alberta, thank you very much for your cooperation. We do appreciate it.

Yours sincerely,

A handwritten signature in cursive script, reading "Myrna L. Greene".

Myrna L. Greene, Ph.D.,
Director, Education Research,
Evaluation & Development Centre.

A handwritten signature in cursive script, reading "Frank J. Sovka".

Frank J. Sovka, Ph.D.,
Associate Professor,
Faculty of Education.

MLG:bcs/5.13

INITIATION TO TEACHING PROJECT
SUPERINTENDENT SURVEY; FALL, 1986

Part I

What is the size of your school jurisdiction?

Number of schools? _____ Number of teachers? _____

How many Interns are currently employed in your school jurisdiction? _____

How many of your schools have been assigned two or more Interns? _____

What criteria were used in selecting schools to which Interns were assigned?

How many Interns were employed in your school jurisdiction during 1985-86? _____

How many of the 1985-86 Interns completed the full year (September-June) of Internship? _____

Please indicate whether your school jurisdiction has made significant changes for the 1986-87 year in relation to each of the following. If changes have been made briefly indicate the nature of those changes.

Changes?

a. assignment of Interns

Yes No

b. supervision of Interns

Yes No

c. selection of Supervising Teachers

Yes No

- | | | |
|--|-----|----|
| d. support for Supervising Teachers (e.g.,
release time, additional pay, additional
inservice) | Yes | No |
|--|-----|----|
-
-

8. Please list the major factors hindering optimal Intern development in your school jurisdiction.
9. Please list the names of all your 1985-86 Interns who were hired as regular Beginning Teachers in your jurisdiction in 1986-87. Please identify any that are part time. (Use back of page if necessary).
10. Please list also the names of your 1986-87 Beginning Teachers who had served as an Intern in another jurisdiction in 1985-86. (Use back of page if necessary).

PART II: Future of Internship

g the five-point scale provided, please rate each of the following policy alternatives concerning the preparation of beginning Elementary teachers (including ECS) beginning Secondary teachers in Alberta. Circle the appropriate number.
Answer both parts for each item.)

Strongly Disagree (SD)

5 = Strongly Agree (SA)

0 = Can't tell

Alternatives		SD					SA	Can't tell	Office Use Only (1-35)
<u>Continue the optional</u> (voluntary) Internship Program following either the B.Ed. or B.Ed. After Degree programs as in 1985-86 and 1986-87.	For elementary teachers	1	2	3	4	5		0	36
	For secondary teachers	1	2	3	4	5		0	37
<u>Introduce a compulsory</u> Internship Program for Beginning Teachers to follow either the B.Ed. or B.Ed. After Degree programs.	For elementary teachers	1	2	3	4	5		0	38
	For secondary teachers	1	2	3	4	5		0	39
<u>Introduce an optional</u> internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5		0	40
	For secondary teachers	1	2	3	4	5		0	41
<u>Introduce a compulsory</u> internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5		0	42
	For secondary teachers	1	2	3	4	5		0	43
Introduce provincial regulations requiring that each Beginning Teacher be assigned to a highly competent Teacher Supervisor.	For elementary teachers	1	2	3	4	5		0	44
	For secondary teachers	1	2	3	4	5		0	45
Introduce provincial regulations requiring that each Beginning Teacher be given a reduced teaching load.	For elementary teachers	1	2	3	4	5		0	46
	For secondary teachers	1	2	3	4	5		0	47
Discontinue the current optional Teacher Internship Program and revert to the 1984-85 situation.	For elementary teachers	1	2	3	4	5		0	48
	For secondary teachers	1	2	3	4	5		0	49

CERTIFICATION

If a Teacher Internship Program were to continue, please indicate your extent of agreement with each of the following possible routes for Permanent Certification.

<u>Teacher Interns should be eligible for Permanent Certification following:</u>							Office Use Only
	SD		SA		Can't tell		
1. Satisfactory completion of the Internship.	1	2	3	4	5	0	50
2. One year of satisfactory teaching following the Internship.	1	2	3	4	5	0	51
3. Two years of satisfactory teaching following the Internship.	1	2	3	4	5	0	52

SALARY AND SALARY CREDIT

If a Teacher Internship Program were to continue, and assuming a reduced teaching load and reduced responsibilities for Teacher Interns (when compared with regular full-time teachers), which response do you favor for each of these two questions?

		Office Use Only
1. Approximately what percentage of a Beginning Teacher's salary should a Teacher Intern receive?	1. <input type="checkbox"/> 25% 2. <input type="checkbox"/> 50% 3. <input type="checkbox"/> 75% 4. <input type="checkbox"/> 100%	53
2. To what extent should the Teacher Internship experience count for credit on the teacher salary grid?	1. <input type="checkbox"/> Not at all 2. <input type="checkbox"/> Partial credit 3. <input type="checkbox"/> Full credit	54

ADMINISTRATION OF THE TEACHER INTERNSHIP PROGRAM

If a Teacher Internship Program were to continue, to what extent should each of the following be responsible for establishing the policy and guidelines for the Internship Program? Use one check mark for each item below.

Organization(s)	1. Have major Respon- sibility	2. Some Involvement (e.g., giving advice)	3. Not Directly Involved	Office Use Only
1. Alberta Education	—	—	—	55
2. Alberta School Trustees' Association	—	—	—	56
3. Alberta Teachers' Association	—	—	—	57
4. Universities	—	—	—	58
5. School Systems	—	—	—	59

If a Teacher Internship Program were to continue, to what extent should each of the following be responsible for administering the program (e.g., program plans, recruitment, selection, placement, professional development, monitoring, evaluation, remediation of interns)? Use one check mark for each item below.

Organization(s)	Have major Respon- sibility	Some Involvement (e.g., giving advice)	Not Directly Involved	Office Use Only
1. Alberta Education	—	—	—	60
2. Alberta School Trustees' Association	—	—	—	61
3. Alberta Teachers' Association	—	—	—	62
4. Universities	—	—	—	63
5. School Systems	—	—	—	64

Office
Use
Only

LENGTH OF THE TEACHER INTERNSHIP

If a Teacher Internship Program were to continue, what should be the length of the Teacher Internship?

1. ☐ quarter year
 2. ☐ half year
 3. ☐ full year
 4. ☐ more than one year
 5. ☐ other (specify)
-

65

TEACHING LOAD

If a Teacher Internship Program were to continue, what Provincial Guidelines would you recommend concerning teaching load for Interns compared with the teaching load of a full-time teacher?

			Office Use Only
1. <u>At the beginning</u> of the Internship period?	1. <input type="checkbox"/> less than 20%		66
	2. <input type="checkbox"/> 20% to 39%		
	3. <input type="checkbox"/> 40% to 59%		
	4. <input type="checkbox"/> 60% to 79%		
	5. <input type="checkbox"/> 80% and over		
	6. <input type="checkbox"/> no Provincial Guidelines needed		
2. <u>About mid-way</u> through the Internship?	1. <input type="checkbox"/> less than 20%		67
	2. <input type="checkbox"/> 20% to 39%		
	3. <input type="checkbox"/> 40% to 59%		
	4. <input type="checkbox"/> 60% to 79%		
	5. <input type="checkbox"/> 80% and over		
	6. <input type="checkbox"/> no Provincial Guidelines needed		
3. <u>Approaching the end</u> of the Internship?	1. <input type="checkbox"/> less than 20%		68
	2. <input type="checkbox"/> 20% to 39%		
	3. <input type="checkbox"/> 40% to 59%		
	4. <input type="checkbox"/> 60% to 79%		
	5. <input type="checkbox"/> 80% and over		
	6. <input type="checkbox"/> no Provincial Guidelines needed		

INTERNSHIP ACTIVITIES

If a Teacher Internship Program were to continue, should Provincial Guidelines specify that the Teacher Intern participate in each of the following activities?

	Activities	SD					SA	Can't Tell	Office Use Only
		1	2	3	4	5			
1.	Observation, analysis and discussion of teaching at different grade levels.	1	2	3	4	5		0	69
2.	Observation, analysis and discussion of teaching in different subject areas.	1	2	3	4	5		0	70
3.	Teaching at different grade levels.	1	2	3	4	5		0	71
4.	Teaching in different subject areas.	1	2	3	4	5		0	72
5.	Teaching the same class or classes for a period of several months.	1	2	3	4	5		0	73
6.	Organization of extra-curricular activities.	1	2	3	4	5		0	74
7.	Professional development activities at the system and/or provincial level.	1	2	3	4	5		0	75
8.	In-school professional development activities.	1	2	3	4	5		0	76
9.	Interviews with parents about progress of students.	1	2	3	4	5		0	77
10.	Field trips.	1	2	3	4	5		0	78
11.	School committee meetings.	1	2	3	4	5		0	79
12.	Observation of the work of school administrators, counsellors, support staff.	1	2	3	4	5		0	80
13.	Assistance in the library or resource room.	1	2	3	4	5		0	81
14.	ATA teacher induction activities.	1	2	3	4	5		0	82
15.	Interacting with other Teacher Interns in formal workshops focusing on the Internship.	1	2	3	4	5		0	83

SUPERVISION OF TEACHER INTERNS

If a Teacher Internship Program were to continue, should Provincial Guidelines specify that each Teacher Intern:

	SD					SA	Can't Tell	Office Use Only
1. Be directly accountable to the Principal or Head Teacher of the school to which the Intern is assigned?	1	2	3	4	5		0	84
2. Work with one Teacher Supervisor for the duration of the Internship (even though other teachers may be involved with the Intern)?	1	2	3	4	5		0	85
3. Work with at least two and not more than four Teacher Supervisors during the Internship?	1	2	3	4	5		0	86

SELECTION AND TRAINING OF TEACHER SUPERVISORS

Assuming that a Teacher Internship Program were to continue, please indicate your opinions on these matters.

Options		SD					SA	Can't Tell	Office Use Only
1.	Provincial Guidelines should specify minimum academic qualifications for Teacher Supervisors (such as the possession of a four-year B.Ed. degree or equivalent).	1	2	3	4	5		0	95
2.	Provincial Guidelines should specify minimum competency criteria for Teacher Supervisors (such as the possession of a Permanent Teaching Certificate and at least three years of successful teaching in Alberta).	1	2	3	4	5		0	96
3.	School systems should be responsible for providing supervisory training for Teacher Supervisors.	1	2	3	4	5		0	97
4.	Training in the form of short courses or university classes in supervision and effective teaching should be required of all Teacher Supervisors who supervise Teacher Interns.	1	2	3	4	5		0	98
5.	Indicate the extent to which each of the following should be involved in the selection of Teacher Supervisors:	Not at All		To a Large Extent		Can't Tell			
a.	Principal	1	2	3	4	5		0	99
b.	Teachers in the school	1	2	3	4	5		0	100
c.	Superintendent (or designate)	1	2	3	4	5		0	101
d.	Alberta Regional Offices of Education	1	2	3	4	5		0	102
e.	Alberta Teachers' Association	1	2	3	4	5		0	103
f.	Universities	1	2	3	4	5		0	104
g.	Alberta School Trustees' Association	1	2	3	4	5		0	105

OVERALL VALUE OF THE ALBERTA TEACHER INTERNSHIP

On the ten-point scale given below, please rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher.

Office
Use
Only

Unable to
Judge

No
Value

Highly
Valuable

0

1

2

3

4

5

6

7

8

9

10

106

COMMENTS

APPENDIX B**TABLES 5.1a, 5.2a, 5.9a, 5.10a, and 5.14a**

Table 5.1a
Extent of Agreement with Policy Alternatives
(Survey of Superintendents)

Alternative		n	1	2	3	4	5*	Mean	SD
			%						
1. Continue optional post-B.Ed. internship	E**	102	16	11	15	24	35	3.52	1.46
	S	101	17	9	15	22	38	3.54	1.49
2. Introduce compulsory post-B.Ed. internship	E	101	25	19	15	14	28	3.01	1.56
	S	101	24	17	13	16	31	3.13	1.58
3. Introduce optional internship as part of the B.Ed. program	E	100	32	21	18	18	11	2.55	1.39
	S	100	32	20	19	16	13	2.58	1.42
4. Introduce compulsory internship as part of the B.Ed. program	E	100	29	24	10	10	27	2.82	1.60
	S	100	31	20	11	10	28	2.84	1.63
5. Assign beginning teachers to highly competent supervisors	E	104	21	22	15	19	22	2.99	1.47
	S	105	21	23	14	19	23	3.00	1.48
6. Reduce teaching load of beginning teachers	E	103	40	22	14	15	10	2.32	1.38
	S	104	39	22	16	12	11	2.32	1.37
7. Discontinue current internship program	E	103	66	18	7	5	5	1.65	1.12
	S	104	67	17	7	4	5	1.62	1.09

*Responses were on a five-point scale of 1 "Strongly disagree" to 5 "Strongly agree."

**E = Elementary; S = Secondary.

Table 5.2a
Extent of Agreement with Alternatives for Permanent Certification
(Survey of Superintendents)

Alternative for Permanent Certification		n	1	2	3	4	5*	Mean	SD
			%						
1. Following satisfactory completion of internship		96	84	10	--	1	4	1.30	0.88
2. Following internship and one year of internship		99	27	18	25	8	21	2.78	1.48
3. Following internship and two years of satisfactory teaching		104	6	8	10	18	59	4.16	1.22

*Responses were on a five-point scale of 1 "Strongly disagree" to 5 "Strongly agree."

Table 5.9a

Extent of Agreement with Activities in Which Interns Should Participate
(Survey of Superintendents)

Alternative	n	1	2	3 %	4	5*	Mean	SD
1. Observation, analysis and discussion of teaching at different grade levels	107	3	4	8	36	50	4.25	0.96
2. Observation, analysis and discussion of teaching in different subject areas	107	3	5	11	39	42	4.13	0.98
3. Teaching at different grade levels	107	2	3	13	38	44	4.20	0.90
4. Teaching in different subject areas	107	2	5	14	45	35	4.06	0.92
5. Teaching the same class or classes for a period of several months	107	4	10	23	25	37	3.82	1.16
6. Organization of extra-curricular activities	107	6	6	26	36	27	3.73	1.10
7. Professional development activities at the system and/or provincial level	107	5	3	5	37	50	4.26	1.01
8. In-school professional development activities	107	2	2	3	26	67	4.55	0.80
9. Interviews with parents about progress or students	107	2	5	12	36	46	4.19	0.95
10. Field trips	107	3	4	21	33	40	4.04	1.01
11. School committee meetings	107	8	9	16	28	39	3.82	1.26
12. Observation of the work of school administrators, counsellors, support staff	107	3	15	22	34	27	3.67	1.11
13. Assistance in the library or resource room	106	8	15	28	36	13	3.32	1.12
14. ATA teacher induction activities	99	12	12	32	23	20	3.27	1.26
15. Interacting with other interns in formal workshops focusing on the internship	106	2	5	14	38	42	4.12	0.95

*Responses were on a five-point scale of 1 "Strongly disagree" to 5 "Strongly agree."

Table 5.10a

Extent of Agreement with Approaches to Supervision of Interns
(Survey of Superintendents)

Alternative	n	1	2	3 %	4	5*	Mean	SD
1. Directly accountable to the principal	107	4	4	10	20	63	4.34	1.06
2. One supervising teacher	107	11	20	19	26	24	3.33	1.34
3. Two to four supervising teachers	106	13	22	11	29	24	3.30	1.40

*Responses were on a five-point scale of 1 "Strongly disagree" to 5 "Strongly agree."

Table 5.14a

Extent of Agreement with Possible Provincial Guidelines about Supervising Teachers
(Survey of Superintendents)

Possible Guideline	n	1	2	3 %	4	5*	Mean	SD
1. Specification of minimum academic qualifications for supervising teachers	107	11	12	11	26	39	3.70	1.39
2. Specification of minimum competency criteria for supervising teachers	107	9	8	5	31	47	3.97	1.31
3. Specification that supervising teachers be given a reduced teaching load	108	26	31	21	13	9	2.49	1.26
4. School systems should be responsible for providing supervisory training for supervising teachers	106	10	15	27	26	22	3.33	1.26
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	104	12	16	24	31	16	3.22	1.26

*Responses were on a five-point scale of 1 "Strongly disagree" to 5 "Strongly agree."

CHAPTER 6

SURVEY OF SCHOOL-BASED PERSONNEL

TABLE OF CONTENTS

	Page
Design of the Study	273
Results	274
Demographic Data	274
Special Funding	283
Placement, Orientation and Pre-service Preparation	288
Supervision and Evaluation of Interns	290
Administration of the Internship Program	298
Policy Alternatives	305
Overall Evaluation of the Program	318
Summary	323
General	323
Policy Issues	323
Appendix A. Master Questionnaire	327
Appendix B. Tables 6.28a, 6.29a, 6.36a, 6.37a, 6.38a, 6.41a	345

LIST OF TABLES

Table		Page
6.1	Questionnaire Distribution and Return Rates	274
6.2	Placement of Respondents by School Jurisdiction	275
6.3	Distribution of Respondents by School Location	276
6.4	Distribution of School Grade Levels Served	277
6.5	School Size by Number of Certificated Teachers on Staff	278
6.6	Number of Beginning Teachers per School With/Without Internship Experience	279
6.7	Distribution of Sexes of Supervising Teachers, Interns and Beginning Teachers with Internship Experience.	280
6.8	Institutions Where Certification Requirements were Completed	281
6.9	Years of Interim Certification of Interns and Beginning Teachers with Internship Experience	282
6.10	Actual and Preferred Teaching Grade Levels of Interns	284
6.11	Actual and Preferred Teaching Grade Levels of Beginning Teachers with Internship Experience	284
6.12	Ages of Interns and Beginning Teachers with Internship Experience	285
6.13	Reported Workloads of Interns at the Beginning of the Internship	286
6.14	Supervising Teachers' Reports of Current Workloads of Interns, Expressed as Percentages of the Regular Teaching Load	286
6.15	Reasons Provided by Interns for Participating in the Internship Program	287

Table		Page
6.16	Principals' Ratings of Preparation of Beginning Teachers With/Without Internship	289
6.17	Supervising Teachers' Perceptions of Interns' Preparedness in Specific Teaching Skills	291
6.18	Perceptions of Interns and Beginning Teachers (Former Interns) of Their Own Preparedness in Specific Teaching Skills	292
6.19	Actual and Preferred Supervisory Assistance for Interns, as Reported by Principals	293
6.20	Actual and Preferred Supervisory Assistance for Interns, as Reported by Supervising Teachers	293
6.21	Actual and Preferred Involvement of Personnel in Assessment of the Intern . . .	295
6.22	Concerns of Interns and Beginning Teachers (Former Interns) and the Extent of Assistance Available	296
6.23	Interns' and Beginning Teachers' (Former Interns) Satisfaction with Aspects of Current Assignments	297
6.24	Ratings by Interns of Actual and Preferred Amounts of Supervisory Assistance	299
6.25	Actual and Preferred Extent of Supervisory Assistance Provided to Interns by Personnel	300
6.26	Principals' Perceptions Regarding Administrative Aspects of the Internship Program	301
6.27	Supervising Teachers' Perceptions of Interns' Preparedness and of Effects of Internship on Workloads and Professional Development	304
6.28	Percentages of Agreement and Disagreement with Policy Alternatives.	306

Table		Page
6.29	Percentages of Agreement and Disagreement with Alternatives for Permanent Certification	308
6.30	Preferences about Salary of Interns	309
6.31	Preferences about Salary Grid Credit for Internship Experience	309
6.32	Preferences about Degrees of Responsibility of Organizations in Developing Internship Policy and Guidelines	310
6.33	Preferences about Degrees of Responsibility of Organizations in Administering the Internship	311
6.34	Preferences about Length of Internship . .	312
6.35	Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers, at Beginning, Middle and End of Internship . .	313
6.36	Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate	315
6.37	Percentages of Agreement and Disagreement with Approaches to Supervision of Interns	316
6.38	Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns . .	316
6.39	Preferences about Extent of Involvement of Different Personnel in Formal Evaluation of Interns	317
6.40	Preferences about Final Authority for Formal Evaluation of Interns	319
6.41	Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Supervising Teachers	320
6.42	Preferences about Extent of Involvement of Individuals or Organizations in Selection of Supervising Teachers	321

Table

Page

6.43	Perceptions of Value of Internship as a Means of Facilitating the Transition from Student to Professional Teacher . . .	322
------	---	-----

SURVEY OF SCHOOL-BASED PERSONNEL

Design of the Study

The chapter in Volume 1 on the Spring 1986 questionnaire survey of school-based personnel details the plan of and findings from a questionnaire study conducted by the evaluation team during the 1985-86 internship year. As reported in that chapter, questionnaires were sent to interns, principals of interns, supervising teachers, beginning teachers and principals of beginning teachers. Items for questionnaires for each of these groups were selected by the study team on the basis of research literature and experience with previous evaluation studies; and they were designed to investigate matters of importance for the respondents concerned.

Data from that earlier study were analyzed and compared with data derived from other sources. This information was then used to devise follow-up questionnaires for administration in the Fall of 1986--that is, during the early stages of the second year of the program. While some items--e.g., relating to demographic data, supervision, administration and evaluation--were included in both studies, the latter also contained items directed at policy issues that had been identified from a number of sources. This second questionnaire study therefore concentrated on these issues and on items which the first study had indicated to be of major concern.

In this Fall 1986 study, questionnaires were prepared for four groups of respondents: (1) principals of interns and of beginning teachers with internship experience; (2) supervising teachers; (3) interns; and (4) beginning teachers who had completed internships. As in the earlier study, some of the questionnaire items were directed specifically to individual groups, whereas others were of concern to several or all groups. For ease of presentation, the items on all four questionnaires have again been collapsed into a general questionnaire for inclusion as Appendix A; data sources for each item are indicated therein. Where relevant, information gleaned from the first study is incorporated in the present discussion of the data obtained from this second survey.

All questionnaires were mailed to respondents in November 1986. The analysis which follows was based on returns received by January 31, 1987.

Results

Demographic Data

Table 6.1 contains, by category of respondent, the number of questionnaires sent, the number returned and the percentage return rate. Principals appear as only one category as they all received the same questionnaire which contained some questions common to all groups as well as questions to be completed only if they had interns, beginning teachers (former interns) or both.

Table 6.1
Questionnaire Distribution and Return Rates

Category	Number Sent	Number Returned	Percentage Return Rate
Interns	429	328	76
Supervising teachers	429	343	80
Beginning teachers (Former interns)	290	173	60
Principals	590	475	81

Kinds of demographic information sought from respondents differed according to their categories and the purposes of the study. In certain circumstances, the same or similar questions were asked of multiple groups; for these items the data are presented collectively, both for readability and efficiency of reporting.

Question 1 asked all principals whether they each had one or more interns in school last year. A large majority (370) replied in the affirmative; a further 102 said that they had not had interns. Three principals did not answer this question.

Table 6.2 presents the type of school jurisdiction in which each respondent was employed at the time of the survey and the number of respondents, by position, working in each jurisdiction. It may be seen in this table that, for all respondent groups, more respondents were employed in public school districts than in any other kind of jurisdiction.

Table 6.2
Placement of Respondents by School Jurisdiction

Type of Jurisdiction	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	f	%	f	%	f	%	f	%
County	85	18	64	19	57	18	45	27
Public school district	226	48	169	50	152	48	56	34
Protestant separate school district	10	2	5	2	8	3	9	6
Roman Catholic school district	78	17	57	17	60	19	26	16
School division	46	10	33	10	26	8	17	10
Regional school district	1	--*	--	--	2	1	2	1
Roman Catholic public school district	14	3	3	1	4	1	2	1
Consolidated school district	--	--	1	--*	1	--*	2	1
Private school	12	3	6	2	6	2	5	3
No response	3	--	5	--	12	--	9	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

*Percentage is less than 0.5%

All respondents were asked to identify their schools' locations--either Calgary, Edmonton, other urban or rural. The results from this question appear in Table 6.3.

Table 6.3
Distribution of Respondents by School Location

School Location	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	f	%	f	%	f	%	f	%
Calgary	160	34	121	36	110	34	59	35
Edmonton	99	21	84	25	84	26	23	14
Other urban	64	14	45	13	45	14	22	13
Rural	149	32	91	27	88	27	66	39
No response	3	--	2	--	1	--	3	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Each respondent was asked to report the number of grade levels served by the school. The results from this question appear in Table 6.4. As was the case with the data appearing in last year's report, the dominant grade combinations for all respondent categories are K-6 or K-9. The category "other" reflects a great variety of different grade arrangements.

Each respondent was asked in question 5 to indicate the number of certificated teachers working in the school. The data from this question appear in Table 6.5; for ease of reporting, they have been collapsed into six categories. This information is almost identical to that found in last year's study; the majority of school staff sizes is compatible with numbers that are typical of K-6 and K-9 schools.

Table 6.4
Distribution of School Grade Levels Served

Grade Levels	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	f	%	f	%	f	%	f	%
K - 6	207	44	153	45	136	42	68	40
1 - 6	28	6	21	6	11	3	12	7
7 - 9	40	9	33	10	37	11	5	3
K - 9	60	13	45	13	34	11	27	16
7 - 12	18	4	13	4	9	3	6	4
9 - 12	5	1	4	1	4	1	1	1
10 - 12	32	7	37	11	35	11	12	7
K - 12	14	3	10	3	15	5	13	8
1 - 12	17	4	8	2	3	1	2	1
Other	52	11	19	6	41	13	25	15
No response	2	--	--	--	3	--	2	--

* Percentages are based on valid responses only, excluding the "no response" category.

Table 6.5

School Size by Number of Certificated Teachers on Staff

Staff Size	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	f	%	f	%	f	%	f	%
1 - 9	62	13	39	12	42	16	25	18
10 - 19	182	39	118	37	81	31	48	34
20 - 39	192	41	132	42	109	41	53	38
40 - 69	23	5	16	5	20	8	12	9
70 and over	16	3	12	4	13	5	1	1
No response	--	--	26	--	63	--	34	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Questions 6 and 7, asked of principals only, requested them to indicate the numbers of beginning teachers with and without internship experience currently employed at their schools. The data obtained from these questions appear in Table 6.6.

Table 6.6

Number of Beginning Teachers per School With/Without Internship Experience

Number of Beginning Teachers in School	Beginning Teacher Category	
	With Internship Experience	Without Internship Experience
	f	f
One	187	88
Two	31	31
Three	5	15
Four or more	1	10

Both the principals and beginning teachers (former interns) were asked in question 8 whether or not the beginning teachers (former interns) had completed the full year of internship. As the response rate by the principals to this question was low, only the beginning teacher (former intern) data are reported here. Ninety-seven (61%) of the beginning teachers (former interns) said they did complete the full year of internship and 62 (39%) said they did not.

In question 9 principals of interns and supervising teachers were asked how many interns were currently employed at their schools. As might be expected, the responses from the two respondent groups were almost identical; that is, 88% reported having only one intern each, 10% said they had two interns and 2% said they had three interns currently employed.

Item 10, given only to supervising teachers, asked if they had served as supervising teachers for interns during the 1985-86 year. One hundred and forty three (42%) said they had, and 199 (58%) said they had not acted in this capacity.

In question 11, interns and beginning teachers (former interns) were asked to report their sexes. As part of this question, interns were also asked to record the sex of their supervising teachers. This information appears in Table 6.7. The ratio of women to men among this year's interns, about three to one, is somewhat lower than the approximately four-to-one ratio reported last year.

Table 6.7

Distribution of Sexes of Supervising Teachers, Interns and Beginning Teachers with Internship Experience

Sex	Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	f	%	f	%	f	%
Male	147	45	91	28	30	17
Female	177	55	236	72	143	83
No response	19	--	1	--	--	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Both the intern and beginning teacher (former intern) groups were asked: "At what institution did you complete your certification requirements?" Their responses are summarized in Table 6.8.

Question number 13 asked interns and beginning teachers (former interns) to indicate the year in which they obtained their Interim Professional Certification. The data from this item appear in Table 6.9. As was the case with responses obtained to this question last year, a few interns appear to have obtained their appointments despite having been certified in years prior to those specified by Alberta Education for eligibility for internship.

Table 6.8

Institutions Where Certification Requirements
Were Completed

Institution	Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	f	%		%
University of Alberta	179	55	75	44
University of Calgary	118	36	81	47
University of Lethbridge	23	7	13	7
Other	5	2	2	2
No response	3	--	2	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Table 6.9

Years of Interim Certification of Interns and
Beginning Teachers with Internship Experience

Year Certified	Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	f	%	f	%
1986	284	87	9	5
1985	32	10	100	58
1984	8	2	44	26
1983	3	1	16	9
1982 or earlier	1	--*	3	2
No response	--	--	1	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

*Percentage is less than 0.5%

Questions 14 and 15 asked both interns and beginning teachers (former interns) "Which grade level(s) do you feel most comfortable teaching and at what grade level are you currently teaching?" Tables 6.10 and 6.11 display the responses. As both tables show, the relationship between preferred and actual teaching is strong.

Item 16 asked interns and beginning teachers (former interns) to report their ages as of September 1, 1986. The information obtained regarding this question appears in Table 6.12. As might be expected of newly graduated educators, a clear majority of both interns and beginning teachers (former interns) are within the category 25 years of age or younger.

Interns were asked approximately how much time they spent in classroom teaching at the beginning of the year. The results from this question appear in Table 6.13. It would appear that over one-third of the interns had initial teaching assignments far exceeding those recommended in the Provincial Guidelines.

Supervising teachers were also asked to indicate approximately how much time their interns were currently teaching. This information appears in Table 6.14. Again, as these data reflected workloads in December 1986, it appears that, in a substantial number of cases, Provincial Guidelines were not being adhered to; over 50% of the interns were reported as teaching more than 60% of the time.

Item 19 asked interns to indicate, on a scale from 1 ("not important") to 5 ("very important"), the role that six different factors played in the decision to pursue internship. A "no opinion" category was also provided. The percentage frequency distribution of responses is presented in Table 6.15. For clarity of presentation, the combined frequencies for categories 1 and 2 and for categories 4 and 5 are also presented.

The most significant reason for participating in the internship program related to the expectation that it would lead to permanent appointment. Furthermore, many took up internships because teaching positions were unavailable. It is also interesting to note that 46% of the respondents assigned ratings of 1 or 2 to the first item, suggesting that gaining experience beyond the practicum was not a significant factor for a substantial proportion of this group.

Special Funding

Principals of interns were asked whether they had plans to make use of the Special Professional Development Grant available for interns through the Initiation to Teaching

Table 6.10

Actual and Preferred Teaching Grade Levels of Interns
(n = 328)

Teaching Level	Actual		Preferred	
	f	%	f	%
K - 3	94	30	101	33
4 - 6	103	33	100	32
Junior high	70	23	61	20
Senior high	42	14	49	16
No response	19	--	17	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Table 6.11

Actual and Preferred Teaching Grade Levels of Beginning
Teachers with Internship Experience
(n = 173)

Teaching Level	Actual		Preferred	
	f	%	f	%
K - 3	76	45	69	42
4 - 6	49	29	56	34
Junior high	28	16	26	16
Senior high	15	9	15	9
No response	5	--	7	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Table 6.12

Ages of Interns and Beginning Teachers with Internship Experience

Age	Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	f	%	f	%
25 or under	234	71	109	63
26 - 30	49	16	48	28
31 - 35	21	8	10	6
36 and over	16	6	6	4
No Response	8	--	--	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Table 6.13

Reported Workloads of Interns at the Beginning
of the Internship
(n = 328)

Teaching Load	f	%
One quarter time	97	30
Half time	112	35
Three quarter time	77	24
Full time	36	22
No response	6	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Table 6.14

Supervising Teachers' Reports of Current Workloads of
Interns, Expressed as Percentages of the
Regular Teaching Load
(n = 343)

% of Regular Teaching Load	f	%
0 - 19	11	3
20 - 39	40	12
40 - 59	108	32
60 - 79	119	36
80 and over	57	17
No response	8	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Table 6.15

Reasons Provided by Interns for Participating in the Internship Program
(n = 328)

Reason for Participation	Percentage Frequency							
	Not Important 1	2	3	4	Very Important 5	No Opinion	Low Importance (1+2)	High Importance (4+5)
1. More experience needed than that provided by the practicum	31	15	15	12	20	7	46	32
2. More experience wanted to increase self confidence	24	10	16	17	31	2	34	48
3. Expected internship to lead to a permanent position	2	5	8	18	65	2	7	83
4. Expected internship to become a requirement for a permanent position	22	9	15	15	27	12	31	42
5. I was offered a beginning teacher appointment that was not suitable	30	2	2	4	6	56	32	10
6. I was unable to obtain a teaching position	12	4	7	9	53	15	16	62

Project. Ninety percent ($n = 364$) of the respondents responded "yes"; of those, 320 further responded that the money would be utilized at the school level; 122 indicated that it would be used at the board level; 89 stated that it would be used outside the system; and 4 checked "other." (These numbers totalled more than the number of respondents, for some checked multiple categories.)

Placement, Orientation and Pre-service Preparation

Principals and supervising teachers were invited to indicate whether or not interns and beginning teachers had been placed appropriately in terms of their teaching specializations. Supervising teachers "strongly agreed" (mean = 4.03 and SD = 1.24 on a five-point scale) that interns were appropriately placed. In response to a similar question regarding the placement of beginning teachers with internship experience, principals gave a rating of 4.03 (SD = 1.56) to this item. In general both groups appear to have been appropriately assigned.

Item 11 asked principals to indicate whether or not formal orientation programs had been instituted for beginning teachers and, if so, who had provided them. Positive responses were given by 77% of the principals. They also indicated in 89% of cases that orientation programs had been provided for interns. The majority (65%) of the orientation programs were provided by jurisdiction central offices; 26% were organized by the schools; and 8% by the ATA.

Principals were further asked to rate the levels of preparedness for teaching of beginning teachers with internship experience and of those who did not have such experience. Ratings ranged from 1 to 5, with 5 being high. For both groups, the means and standard deviations for the seven items in this set are presented in Table 6.16.

Table 6.16 indicates that principals feel that beginning teachers with internship are better prepared to begin teaching than are their counterparts without that experience. As a general guide, the overall means were 4.12 and 3.16, respectively, for the two groups. The greatest effect of the internship experience was said to be on the development of classroom management skills.

Supervising teachers, interns and beginning teachers (former interns) indicated how well they felt the interns were prepared to perform certain teaching skills at the time of commencing internship. Responses of supervising teachers

Table 6.16

Principals' Ratings of Preparation of Beginning Teachers
With/Without Internship
(n = 475)

Area of Preparation	Beginning Teachers (Former Interns)		Beginning Teachers (No Internship)	
	Mean	SD	Mean	SD
1. Relationships with students	4.27	0.78	3.21	1.10
2. Relationships with other teachers	4.31	0.80	3.26	1.10
3. Relationships with parents	3.88	1.04	2.73	1.14
4. Classroom management skills	4.06	0.84	2.92	1.05
5. Knowledge of subject matter	4.12	0.75	3.38	1.10
6. Knowledge of teaching strategies	4.01	0.84	3.11	1.01
7. General preparation for teaching	4.20	0.74	3.09	1.01

1 = Very poorly prepared; 5 = Very well prepared

regarding intern preparation are presented in Table 6.17. The results of interns' and beginning teachers' self-reports are presented in Table 6.18. In each case, responses were based on a five-point scale from 1 "very poorly prepared" to 5 "very well prepared."

Supervising teachers reported that interns were generally well prepared. On the other hand, items receiving the lowest scores were: "group students for instruction," "diagnose learner needs," "use pacing techniques," "arrange classroom learning environment" and "accommodate individual student differences." Even so, all but one skill level received mean ratings above the scale mean of 3.

Table 6.18 indicates that interns agreed substantially with supervising teachers. In addition, they felt concern about their ability to "diagnose learner needs" and "report student progress." Beginning teachers with internship experience felt more positive in all cases. It seems reasonable to conclude, therefore, that the internship experience had a positive impact on the neophytes' confidence about their entering skill levels.

A similar item was used in the 1985-86 study. Overall ratings were similar, but it is worth noting that beginning teachers in that study rated their overall level of preparedness at 3.44 ($SD = .74$), whereas the mean for beginning teachers with internship was 3.98 ($SD = .75$). This again lends weight to the belief that the internship has a beneficial effect on feelings of preparedness for teaching.

The fact that supervising teachers reported somewhat higher ratings for last year's interns in a number of areas may suggest that they are more discriminating. More likely this just reflects the fact that current evaluations were conducted much earlier in the school year, that is, about December this year versus April last year.

Supervision and Evaluation of Interns

Item 25 sought from principals and supervising teachers information about which personnel, other than supervising teachers, were and ought to be utilized in internship supervision. A summary of the responses of principals is presented in Table 6.19. Both "actual" and "preferred" responses ranged from 1, "very little involvement" to 5, "a great deal of involvement."

A similar item was designed for supervising teachers. In this case, however, provision was made to permit a response suggesting "no involvement," resulting in a six-point scale ranging from 1, "no involvement" to 5, "a great deal of involvement." Responses of this group are presented in Table 6.20.

Table 6.17

Supervising Teachers' Perceptions of Interns'
Preparedness in Specific Teaching Skills
(n = 343)

Teaching Skill	Level of Preparedness	
	Mean	SD
Handle classroom routines	3.46	1.13
Control students	3.35	1.08
Give instructions	3.63	0.98
Specify objectives	3.62	0.99
Select content	3.52	1.05
Organize material	3.87	0.93
Develop lesson plan	3.92	1.08
Develop unit plan	3.49	1.40
Present information	3.69	0.99
Explain content	3.66	1.03
Use questioning techniques	3.42	1.12
Use pacing techniques	3.15	1.19
Summarize content	3.45	1.11
Utilize instructional media	3.66	1.13
Establish rapport with students	4.02	1.01
Motivate students	3.75	1.00
Accommodate individual student differences	3.28	1.15
Encourage student participation	3.87	0.94
Work with other staff	3.99	1.12
Group students for instruction	2.98	1.44
Arrange classroom learning environment	3.28	1.35
Diagnose learner needs	3.09	1.26
Prepare classroom tests	3.23	1.35
Evaluate student progress	3.52	1.07
Report student progress	3.50	1.16
Perform tasks of teaching (overall)	3.69	0.99

1 = Very poorly prepared; 5 = Very well prepared

Table 6.18

Perceptions of Interns and Beginning Teachers (Former Interns) of Their Own Preparedness in Specific Teaching Skills

Teaching Skill	Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	Mean	SD	Mean	SD
Handle classroom routines	3.62	0.91	3.95	0.89
Control students	3.47	0.89	3.98	0.81
Give instructions	3.84	0.78	4.04	0.71
Specify objectives	3.79	0.88	3.83	0.86
Select content	3.42	0.98	3.69	0.89
Organize material	3.86	0.85	4.03	0.76
Develop lesson plans	4.22	0.79	4.24	0.74
Develop unit plans	3.69	1.03	3.86	0.91
Present information	3.94	0.72	4.06	0.65
Explain content	3.84	0.79	3.96	0.72
Use questioning techniques	3.63	0.91	3.90	0.85
Use pacing techniques	3.32	0.93	3.69	0.87
Summarize content	3.59	0.80	3.69	0.78
Utilize instructional media	3.58	0.98	3.76	0.93
Establish rapport with students	4.31	0.82	4.35	0.73
Motivate students	3.84	0.91	3.92	0.69
Accommodate individual student differences	3.36	0.99	3.50	0.98
Encourage student participation	3.90	0.81	4.01	0.72
Work with other staff	4.02	0.93	4.21	0.84
Group students for instruction	3.32	0.91	3.52	0.96
Arrange classroom learning environment	3.40	0.92	3.65	0.97
Diagnose learner needs	3.12	0.94	3.41	0.97
Prepare classroom tests	3.50	0.99	3.71	0.85
Evaluate student progress	3.48	0.95	3.68	0.84
Report student progress	3.32	0.99	3.66	0.98
Perform tasks of teaching (overall)	3.69	0.70	3.98	0.75

1 = Very poorly prepared; 5 = Very well prepared

Table 6.19

Actual and Preferred Supervisory Assistance for Interns, as Reported by Principals

Personnel	Actual			Desired		
	N	Mean	SD	N	Mean	SD
1. Teachers other than supervising teachers	405	3.05	1.12	393	3.36	1.11
2. Administrators in your school	412	3.64	1.05	402	3.80	0.98
3. Central Office personnel in your school system	405	2.40	1.15	389	2.68	1.18
4. Alberta Education Regional Office personnel	408	1.38	1.09	395	1.71	1.48

1 = Very little involvement; 5 = Involved a great deal.

Table 6.20

Actual and Preferred Supervisory Assistance for Interns, as Reported by Supervising Teachers

Personnel	Actual			Desired		
	N	Mean	SD	N	Mean	SD
1. Teachers other than supervising teachers	340	3.62	1.18	323	3.90	1.01
2. Administrators in your school	335	3.65	1.60	320	4.00	0.95
3. Central Office personnel in your school system	330	2.24	1.47	319	2.78	1.45
4. Alberta Education Regional Office personnel	323	0.84	1.08	317	1.67	1.48

0 = No Involvement; 5 = A Great Deal of Involvement.

Table 6.19 indicates that, further to the role performed by the supervising teachers, principals saw administrators and other teachers as playing an important role. A lesser role was assigned to central office personnel and Alberta Education Regional Office personnel. In all cases, somewhat greater involvement by all groups was seen as desirable. Examination of Table 6.20 suggests a pattern of responses from supervising teachers similar to that provided by principals. At the same time, both groups viewed the supervisory function as residing mainly in the hands of school personnel.

An associated item addressed the problem of who should be responsible for assessment of interns. The format for this item was similar to that used in the previous question. A summary of both groups' responses on a six-point scale is presented in Table 6.21. Both principals and supervising teachers considered that assessment is also largely a task for in-school personnel and that, generally, more input from all groups would be desirable.

A third question about supervision was directed toward interns and beginning teachers (former interns). Item 27 invited them to indicate their degrees of concern about certain aspects of induction into the profession and the extent to which assistance in these areas was available. Responses to this item are summarized in Table 6.22. Responses were on five-point scales in which 1 indicated "very little" concern or help available and 5 indicated "very great" concern or assistance available.

None of the items aroused major concern for current interns. Furthermore, help appears to have been available in all areas. The level of concern among beginning teachers with internship was somewhat higher in all areas, but they also reported being able to obtain the assistance that they desired.

Comparison of data collected on this item with that obtained in the previous study highlights the presence of lower levels of concern among interns in the second year of the program. Those in the second year also reported generally higher levels of help available. Apparently, experience with the program has led to the development of improved methods for dealing with concerns of interns.

The interns and the beginning teachers with internship experience responded to a set of 17 items related to their current assignments. In each case, a five-point scale of 1, "very dissatisfied" to 5, "very satisfied" was used. The results are summarized in Table 6.23. Both groups were highly satisfied about many aspects of their current assignments. The exception related to salary for interns--both groups gave this relatively low ratings. These results were similar to those obtained in the Phase One study.

Table 6.21

Actual and Preferred Involvement of Personnel in Assessment of the Intern

Personnel	Actual						Desired					
	Principals			Supervising Teachers			Principals			Supervising Teachers		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
1. One supervising teacher only	366	3.39	1.81	*			350	3.34	1.80	*		
2. Two teachers	346	2.71	1.69	319	2.80	1.73	327	2.87	1.66	298	3.07	1.61
3. Several teachers	376	2.85	1.64	330	2.16	1.70	362	3.06	1.66	314	2.53	1.66
4. An administrator in your school	407	3.95	1.10	336	3.76	1.38	394	3.98	1.12	318	4.03	1.18
5. A Central Office representative from your system	403	1.82	1.42	331	1.53	1.65	391	2.12	1.47	316	2.09	1.72
6. An Alberta Education Regional Office representative	404	0.90	0.72	324	0.64	1.01	387	1.22	1.02	315	1.17	1.37

0 = Not used at all; 5 = Used a great deal.

*This item was not asked of supervising teachers

Table 6.22

Concerns of Interns and Beginning Teachers (Former Interns) and the
Extent of Assistance Available

Aspect	Extent of Concern				Extent of Assistance Available			
	Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Understanding the philosophy of the school	2.29	1.53	2.54	1.46	4.11	0.97	3.72	1.25
2. Learning school routines	2.73	1.68	3.04	1.50	4.23	0.92	3.94	1.11
3. Availability of an experienced teacher or teachers to discuss problems related to teaching	2.61	1.82	3.19	1.64	4.42	0.95	4.21	1.10
4. Understanding the expectations of the school regarding the role and functions of a beginning teacher	2.89	1.55	3.24	1.53	3.69	1.14	3.66	1.19
5. Availability of <u>informal</u> evaluation by principal or other supervisory personnel	2.84	1.60	3.24	1.58	3.71	1.30	3.75	1.32
6. Availability of feedback on specific aspects (strategies, techniques, etc.) of teaching	2.93	1.66	3.32	1.52	3.77	1.24	3.81	1.20

On "extent of concern" and "extent of assistance available" items, 1 = Very little and 5 = Very great.

Table 6.23

Interns' and Beginning Teachers' (Former Interns) Satisfaction
with Aspects of Current Assignments

Assignment Aspect	Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	Mean	SD	Mean	SD
1. Assignment to this particular school	4.58	0.78	4.40	0.84
2. Supervisory assistance provided by administrators	4.08	0.95	3.94	1.06
3. Supervisory assistance provided by teacher(s)	4.19	1.03	3.99	1.01
4. Orientation to the community	3.63	0.98	3.64	0.96
5. Orientation to the school	4.18	0.87	3.99	1.08
6. Orientation to the classroom	4.24	0.83	4.00	0.98
7. Orientation to courses taught	3.83	1.00	3.68	1.04
8. Opportunities for observation	3.94	1.12	3.47	1.10
9. Variety of teaching opportunities	4.28	0.91	4.15	0.86
10. Professional development opportunities	4.34	0.90	4.17	0.97
11. Evaluation of progress by others	3.68	1.08	3.83	1.01
12. Relationships with teachers	4.59	0.64	4.46	0.80
13. Relationships with support staff	4.54	0.67	4.41	0.81
14. Non-teaching tasks assigned	4.17	0.86	4.07	0.93
15. Salary	2.28	0.98	3.11	1.31
16. Extracurricular tasks assigned	4.08	0.80	3.93	0.91
17. Overall growth in teaching performance	4.34	0.79	4.14	0.96

1 = Very dissatisfied; 5 = Very satisfied

Item 29 asked interns to evaluate eight aspects of supervisory assistance in terms of actual amount received and that which they would have preferred. Ratings from 0, "none" to 5, "high" were used. As Table 6.24 shows, interns would have preferred more supervisory assistance in all areas than they actually received. The largest differences appeared in "general feedback on my teaching" and "evaluation and diagnosis of students."

A further item asked interns to state the amount of assistance provided by various people and the amount they would have preferred. Again, responses ranged from 0, "none" to 5 "high"; they are summarized in Table 6.25. Most supervisory assistance was provided by supervising teachers. Principals and vice principals were ranked second and "other teachers" third. In all cases, the preference was for more supervisory assistance, although it should be noted that the forms of assistance sought were not specified.

Administration of the Internship Program

In terms of general administration of the program, principals were asked to respond to 20 items relating to effects on the schools and arrangements relating to the experiences provided for interns. Responses ranged from 1, "strongly disagree" to 5, "strongly agree"; a "can't tell" category was also included. Results of analysis of these items are presented in Table 6.26. For clarity of presentation, sums of categories 1 and 2 and of categories 4 and 5 are also displayed.

As Table 6.26 indicates, 80% or more of the principals "agreed" or "strongly agreed" about the following matters:

1. intern placement was appropriate;
2. the presence of the intern had a positive effect on student learning;
3. the school was provided with adequate information regarding the program;
4. supervision of interns is adequate;
5. policy for induction of interns is in place;
6. policy for gradual induction is appropriate;
7. policy regarding gradual induction is being adhered to;
8. interns have sufficient opportunity to interact with parents;
9. interns have sufficient opportunity to work with a variety of teachers;
10. adequate formal assessment is provided; and
11. adequate informal assessment is provided.

There was also very little concern about the impact of the program on the workload of teachers and administrators, and criteria for selection of interns were thought to be

Table 6.24

Ratings by Interns of Actual and Preferred Amounts of
Supervisory Assistance
(n = 328)

Supervisory Assistance	Actual		Preferred	
	Mean	SD	Mean	SD
1. General feedback on teaching	2.82	1.29	3.65	1.03
2. Planning for instruction	2.86	1.35	3.30	1.15
3. Effective teaching strategies/methods	3.14	1.25	3.65	1.10
4. Evaluation and diagnosis of students	3.02	1.31	3.66	1.09
5. Discipline and classroom management	3.00	1.37	3.43	1.33
6. Administrative duties	2.58	1.33	2.92	1.25
7. Subject area knowledge	2.97	1.38	3.48	1.29
8. Managing time effectively	2.58	1.46	3.10	1.42

0 = None; 5 = High.

Table 6.25

Actual and Preferred Extent of Supervisory Assistance
 Provided to Interns by Personnel
 (n = 299)

Personnel	Actual		Preferred	
	Mean	SD	Mean	SD
1. Supervising teacher(s)	3.14	1.42	3.44	1.26
2. Other teachers in this school	1.90	1.51	2.38	1.50
3. Other teachers outside the school	0.79	1.24	1.41	1.47
4. Principal and/or vice-principal	2.33	1.45	2.88	1.31
5. Consultants, supervisors from central office	1.50	1.51	2.15	1.46
6. School counsellor	0.89	1.37	1.48	1.59
7. Regional office consultant	0.58	1.19	1.37	1.49

0 = None; 5 = High.

Table 6.26

Principals' Perceptions Regarding Administrative Aspects
of the Internship Program
(n = 445)

	Responses in Percentages								
	Can't Tell	Strongly Disagree 1	2	3	4	Strongly Agree 5	Disagree 1+2	Agree 3+4	Mean
1. The internship program is substantially increasing the workload of the school's administration	2	26	31	25	13	5	57	18	2.40
2. The internship program is substantially increasing the workload of other teachers in the school	2	25	34	20	14	4	59	18	2.46
3. The intern's placement was appropriate to his/her teaching specialization	1	2	4	10	34	49	6	83	4.25
4. Alberta Education criteria for selecting interns are known to me	4	9	9	11	27	39	18	63	3.82
5. Alberta Education selection criteria for interns were appropriate	20	2	1	11	36	30	3	63	4.14
6. Alberta Education criteria for selecting interns were adhered to	26	1	1	7	26	40	2	66	4.37
7. The intern was well prepared for teaching when he/she entered the program	1	2	7	29	39	22	9	61	3.73
8. The presence of the intern is having a positive impact on student learning	4	1	3	9	34	50	4	84	4.33
9. The school was provided with adequate information regarding the internship program	1	1	3	8	34	53	4	87	4.36
10. Training for the supervising teacher(s) was adequate	3	7	15	31	30	14	22	44	3.30
11. There is adequate supervision of the intern in my school	1	--	2	6	40	50	2	90	4.41
12. Policy regarding gradual induction of interns into classroom teaching has been established	2	1	5	12	35	45	6	80	4.20
13. The policy regarding gradual induction into classroom teaching is appropriate	2	2	3	13	38	43	5	81	4.18
14. The policy regarding gradual induction into classroom teaching is being adhered to	3	2	2	10	36	48	4	84	4.29
15. The intern is being given sufficient opportunity to interact with parents	1	1	1	11	43	43	2	86	4.27
16. The intern is being given sufficient opportunity to interact with the community	3	1	5	21	40	29	6	69	3.95
17. Arrangements are in place to provide the intern sufficient opportunity to work with a variety of teachers	1	1	4	7	33	55	5	88	4.41

Table 6.26 (Continued)

	Responses in Percentages								Mean
	Can't Tell	Strongly Disagree 1	2	3	4	Strongly Agree 5	Disagree 1+2	Agree 3+4	
18. Arrangements are in place to provide adequate formal assessment of the intern's performance throughout the internship	1	1	1	6	40	51	2	91	4.40
19. Arrangements are in place to provide informal assessment of the intern's performance throughout the internship	2	--	1	5	39	53	1	92	4.47
20. The internship program is adequately funded	19	9	12	13	23	25	21	48	3.52

reasonably clear, generally appropriate, and generally adhered to--although for some this latter issue remained a problem area. Major concerns related to adequacy of program funding and training for supervising teachers.

Results from the first-year study indicated a very similar pattern of responses. A few differences may be noted, however. First, there was a slight shift toward stronger agreement that Alberta Education criteria for selecting interns are known; the mean for 1986-87 was 3.82, compared with 3.57 for the previous year. Second, on the matter of adequacy of information, the overall mean also shifted in the direction of stronger agreement (4.36 versus 3.91); apparently, principals felt they were being provided with more adequate information about the internship program in the second year than they were in the first. Third, a shift in means from 2.88 to 3.30 for item 10 suggests some improvement in training provided for supervising teachers, although--with the exception of items 1 and 2, both of which are of a different order--this item still received the lowest rating of all aspects of administration investigated. Other items continued to receive relatively low ratings in 1986-87: item 7, "the intern was well prepared when he/she entered the program" (mean = 3.73); item 16, "the intern is being given sufficient opportunity to interact with the community" (mean = 3.95); and item 10, "the internship program is adequately funded" (mean = 3.52). Greater percentages of respondents expressed disagreement than agreement with items 1 and 2, revealing a general perception that the internship is not substantially increasing workloads in the schools. These two ratings were virtually unchanged from those of the preceding year.

Item 32 asked supervising teachers to respond to a set of six general items regarding their interns and the effects of the program on workloads and professional development. The scales ranged from 1-5, with 1 indicating "strongly disagree" and 5 indicating "strongly agree."

The first three items in Table 6.27 indicate that supervising teachers were well prepared and that there were more than adequate opportunities for in-service training for interns. The supervising teachers strongly agreed with the item on the intern's ability to interact effectively with other members of staff. The supervising teachers also agreed that they had benefited from the program through improved teaching and supervision skills. It would appear from the neutral response (mean = 2.68) that the benefits outweighed the work involved.

In general these responses accord with those elicited in the previous year. Changes in two items were in a positive direction: in-service opportunities for interns appear to have increased (mean = 3.96 vs. 4.14); and supervisory skills of supervising teachers improved (mean = 3.45 vs. 3.73).

Table 6.27

Supervising Teachers' Perceptions of Interns' Preparedness
and of Effects of Internship on Workloads and
Professional Development
(n = 343)

Aspect	Mean	SD
1. The intern was well prepared for teaching at the time of employment	3.97	1.16
2. The intern interacts effectively with other members of staff	4.43	0.92
3. There is adequate opportunity for in-service training of the intern	4.14	1.13
4. The internship program is adding substantially to my workload	2.63	1.26
5. My own teaching skills are improving as a result of participating in the internship program	3.40	1.23
6. My supervision skills (e.g., conferencing, evaluating, communicating) are being enhanced as a result of participation in the internship program	3.73	1.14

1 = Strongly disagree; 5 = Strongly agree

Policy Alternatives

Previous evaluation studies had highlighted certain aspects of the internship program as matters of major concern. The evaluation team therefore devised a series of policy alternatives and submitted these to all four groups. These policy issues and associated responses from this questionnaire study are presented below.

1. Major concerns for all who were involved in the internship program were to determine whether internship should be compulsory or voluntary and whether it should be a part of the university teacher education program or subsequent to the university teacher-education program. Normally this program results in the B.Ed. degree, but certification is also granted to holders of other degrees who complete the university's after-degree teacher certification requirements. The first four sub-items of question 33 elicited responses from all groups about these questions. The item was also designed to distinguish patterns for elementary and secondary teacher education groups; however, respondents did not differentiate between elementary and secondary preparation programs. Responses are summarized in Tables 6.28 and 6.28a.*

The data indicate that the majority of respondents saw the current arrangements as appropriate--that is, a voluntary internship after the completion of university training. Nevertheless, there was some support for all other possible arrangements. For example, more than 50% of the principals favored compulsory post-B.Ed. internship. Beginning teachers with internship were less positive and tended to lean toward having it included in the B.Ed. program. This position may be partly accounted for by the fact that internship presently lengthens the time before beginning teachers can enter teaching.

2. On the matter of whether Provincial Guidelines should be introduced to require assignment of all beginning teachers to highly competent supervising teachers, the respondent groups were divided in their opinions. Although slightly more than half of the respondents were favorably disposed to this idea, no consensus was reached.

3. It was further suggested that beginning teachers might be given reduced teaching loads. Again, there was little support for this notion. Apparently most respondents felt that teachers are ready to assume full teaching loads upon entry into the profession.

4. A final alternative involved the possibility of discontinuing the internship program. Tables 6.28 and 6.28a

*Tables with the designation "a" following the number are found in Appendix B.

Table 6.28

Percentages of Agreement and Disagreement with Policy Alternatives
(Questionnaire Survey: School-Based Personnel)

Alternative		Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
		Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Continue optional post-B.Ed. internship	E	15	70	16	66	24	56	23	51
	S	15	64	15	60	24	54	19	53
2. Introduce compulsory post-B.Ed. internship	E	29	52	38	41	41	37	43	37
	S	27	50	36	40	38	37	42	35
3. Introduce optional internship as part of the B.Ed. program	E	37	34	39	32	40	33	41	33
	S	39	34	38	31	38	32	38	36
4. Introduce compulsory internship as part of the B.Ed. program	E	33	46	40	38	40	41	37	42
	S	32	44	38	38	38	42	37	41
5. Assign beginning teachers to highly competent supervisors	E	26	54	27	55	20	62	31	51
	S	25	52	26	54	18	61	34	46
6. Reduce teaching load of beginning teachers	E	44	34	43	36	26	44	40	36
	S	43	32	38	34	24	43	37	34
7. Discontinue current internship program	E	88	3	79	7	70	11	74	8
	S	86	5	75	7	68	11	72	11

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree
E = Elementary; S = Secondary

clearly indicate respondents' disagreement with this suggestion, although the interns and beginning teachers with internship experience were less enthusiastic about its merits than were principals and supervising teachers.

5. Item 34 elicited opinions from all groups about when permanent certification should be granted. The responses to this item are summarized in Tables 6.29 and 6.29a. Interns and beginning teachers with internship experience clearly favored certification after one year of internship and a further year of satisfactory teaching. Approximately two-thirds of the supervising teachers also favored this plan and one-third considered that permanent certification should follow internship plus two years of satisfactory teaching. Principals were almost evenly divided on the last two alternatives.

6. Questions regarding salary and salary credit were also addressed. Table 6.30 indicates that the most common response was that the salary for interns should be set at about 75% of that of beginning teachers. Table 6.31 indicates that approximately half of the respondents also felt that partial credit for experience should be included in the salary grid; however, a fairly high percentage chose the full-credit option.

7. Item 36 asked respondents to state their attitudes about the appropriate extent of responsibility of various groups for establishing internship program policy and guidelines. Responses to this item are summarized in Table 6.32. According to the respondents, school systems and Alberta Education should play major roles in such decisions, and all groups should be involved to some extent.

8. Respondents were also asked to indicate the extent to which various groups should be involved in administering the program. Inspection of Table 6.33 strongly supports the opinion that this should be largely a responsibility of school systems.

9. Opinions regarding the optimum length of the internship were addressed in item 38, and these results are presented in Table 6.34. Weight of opinion favored a full year, but it should be noted that 15% of the interns and 25% of the beginning teachers with internship experience felt a half-year to be sufficient.

10. The matter of an optimum teaching load for interns at the beginning, middle and end of internship was also probed with all respondent groups. Table 6.35 summarizes the responses to this item. For the most part, gradual induction peaking at about 80% of full-time load was recommended. Although a few respondents preferred heavy assignments at the beginning the program, this was uncommon.

Table 6.29

Percentages of Agreement and Disagreement with Alternatives for Permanent Certification
(Questionnaire Survey: School-Based Personnel)

Alternatives for Permanent Certification	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Following satisfactory completion of internship	75	15	69	18	38	42	50	29
2. Following internship and one year of satisfactory teaching	29	52	24	60	8	81	11	77
3. Following internship and two years of satisfactory teaching	32	55	43	35	78	9	70	9

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 6.30

Preferences about Salary of Interns
(Questionnaire Survey: School-Based Personnel)

Percentage of Beginning Teacher's Salary that Interns Should Receive	Principals (n = 475) %	Beginning Teachers (n = 343) %	Interns (n = 328) %	Beginning Teachers (Former Interns) (n = 173) %
25%	1	2	2	5
50%	24	21	7	11
75%	72	70	85	78
100%	3	7	7	7

Table 6.31

Preferences about Salary Grid Credit for Internship Experience
(Questionnaire Survey: School-Based Personnel)

Amount of Salary Grid Credit Awarded for Internship Experience	Principals (n = 475) %	Beginning Teachers (n = 343) %	Interns (n = 328) %	Beginning Teachers (Former Interns) (n = 173) %
None	22	16	3	8
Partial	46	49	57	54
Full	33	36	40	37

Table 6.32

Preferences about Degrees of Responsibility of Organizations in Developing
Internship Policy and Guidelines
(Questionnaire Survey: School-Based Personnel)

Organization	Major Responsibility				Some Involvement				Not Directly Involved				Did Not Answer			
	P	ST %	I	BT	P	ST %	I	BT	P	ST %	I	BT	P	ST %	I	BT
1. Alberta Education	62	51	59	50	35	40	36	42	2	5	4	6	2	1	2	1
2. Alberta School Trustees' Association	5	5	10	12	56	56	57	57	36	39	31	31	3	1	2	1
3. Alberta Teachers' Association	27	36	46	42	66	57	47	51	5	6	6	6	2	1	1	1
4. Universities	20	28	26	28	65	62	58	56	12	10	15	16	3	1	2	1
5. School Systems	67	66	49	56	31	32	44	38	--	2	6	5	2	--	2	1

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some" or "not directly."

P = Principals (n = 475); ST = Supervising Teachers (n = 343); I = Interns (n = 328); BT = Beginning Teachers (Former Interns) (n = 173)

Table 6.33

Preferences about Degrees of Responsibility of Organizations in Administering
the Internship
(Questionnaire Survey: School-Based Personnel)

Organization	Major Responsibility				Some Involvement				Not Directly Involved				Did Not Answer			
	P	ST %	I	BT	P	ST %	I	BT	P	ST %	I	BT	P	ST %	I	BT
1. Alberta Education	26	28	44	30	60	59	41	54	12	13	13	14	2	1	2	2
2. Alberta School Trustees' Association	2	2	8	10	40	46	50	51	54	51	40	37	3	1	2	2
3. Alberta Teachers' Association	15	20	28	30	58	62	57	57	25	17	13	11	3	1	2	2
4. Universities	13	25	22	28	59	55	54	48	26	20	22	24	3	--	2	1
5. School systems	88	89	75	72	10	11	21	23	--	--	2	5	2	--	1	1

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some" or "not directly."

P = Principals (n = 475); ST = Supervising Teachers (n = 343); I = Interns (n = 328); BT = Beginning Teachers (Former Interns) (n = 173)

Table 6.34

Preferences about Length of Internship
(Questionnaire Survey: School-Based Personnel)

Length of Internship	Principals (n = 475) %	Supervising Teachers (n = 343) %	Interns (n = 328) %	Beginning Teachers (Former Interns) (n = 173) %
Quarter year	--	2	2	9
Half year	4	8	15	25
Full year	93	88	79	60
More than one year	--	--	1	4
Other (specify)	1	2	3	2
No opinion	1	--	1	1

Table 6.35

Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers, at Beginning, Middle and End of Internship
(Questionnaire Survey: School-Based Personnel)

Time Period	Teaching less than 20%				Teaching 20-39%				Teaching 40-59%				Teaching 60-79%				Teaching 80% and over				Left Blank or No Guidelines Needed			
	P	ST %	I	BT	P	ST %	I	BT	P	ST %	I	BT	P	ST %	I	BT	P	ST %	I	BT	P	ST %	I	BT
At the beginning of the internship	12	12	4	6	36	40	33	29	31	31	44	40	13	10	11	16	2	3	4	8	7	5	3	2
About mid-way through the internship	--	--	--	2	3	2	2	3	35	35	27	20	40	45	50	46	13	13	18	27	9	5	3	2
Approaching the end of the internship	--	--	--	2	--	--	--	1	3	4	3	4	25	22	22	21	61	68	70	70	11	7	4	3

P = Principals (n = 475); ST = Supervising Teachers (n = 343); I = Interns (n = 328);
BT = Beginning Teachers (n = 173)

11. Item 40 asked all groups to indicate the extent to which they felt that Provincial Guidelines should specify activities in which interns should participate. A set of activities was rated on a five-point scale ranging from "strongly agree" to "strongly disagree." The results are presented in Table 6.36a. Table 6.36 groups these results into categories of general agreement ("strongly agree" and "agree") and disagreement ("strongly disagree" and "disagree"). There was widespread agreement on all items. There was less support for experience in the library or resource room and ATA teacher induction activities, but substantial agreement that the other experiences should be included in an internship program.

12. All groups were asked to state whether or not Provincial Guidelines should specify the parties responsible for supervision of interns; three alternatives were offered for consideration. Results of analysis of responses are presented in Tables 6.37 and 6.37a. All groups felt that the intern, like any other staff member, should be accountable to the principal. Approximately two-thirds of principals and supervising teachers felt that the intern should be accountable to one supervising teacher, and approximately half felt that more than one teacher might be appropriately involved. Interns and beginning teachers with internship experience were split relatively equally on this matter. Various comments made throughout the study indicate that responsibility for supervision is determined by a variety of conditions, such as location, grade level, subject area and personal preference.

13. Item 42 elicited information about preferences regarding procedures and criteria for evaluation of interns. These matters were directed to all four groups; the results are summarized below.

(a) All groups "strongly agreed" that "Provincial Guidelines should specify that feedback be provided to interns along with discussion on how to improve performance" (see Tables 6.38 and 6.38a).

(b) Only 60% of principals felt that there was a need for Provincial Guidelines to specify a standard set of criteria for evaluating interns. For supervising teachers, interns and beginning teachers (former interns) these numbers rose to 72%, 73% and 83% respectively. Additional comments indicated that interns found this to be a source of some anxiety and that they saw standard criteria as a means of ensuring reasonable treatment.

(c) Table 6.39 indicates that all groups felt that formal evaluation should be the shared responsibility of supervising teachers and in-school administrators. A somewhat lower rating for the role of principals by the interns in the study may reflect the close relationships

Table 6.36

Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate
(Questionnaire Survey: School-Based Personnel)

Activities	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Observation, analysis and discussion of teaching at different grade levels	7	82	7	76	11	73	7	77
2. Observation, analysis and discussion of teaching in different subject areas	6	81	6	79	11	70	6	80
3. Teaching at different grade levels	8	77	10	73	9	72	8	71
4. Teaching in different subject areas	8	77	7	74	9	77	7	81
5. Teaching the same class or classes for a period of several months	8	80	2	91	5	91	5	87
6. Organization of extra-curricular activities	8	74	9	60	8	68	12	70
7. Professional development activities at the system and/or Provincial level	6	84	4	81	5	84	3	88
8. In-school professional development activities	3	90	3	90	2	88	3	92
9. Interviews with parents about progress of students	5	85	1	89	3	93	2	90
10. Field trips	6	84	3	86	4	87	2	87
11. School committee meetings	7	79	5	77	8	74	6	77
12. Observation of the work of school administrators	12	59	12	54	19	57	9	65
13. Assistance in the library or resource room	24	39	27	31	24	42	21	43
14. ATA teacher induction activities	20	50	14	50	16	55	12	58
15. Interacting with other interns in formal workshops focusing on the internship	8	74	3	81	10	78	6	80

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 6.37

Percentages of Agreement and Disagreement with Approaches to Supervision of Interns
(Questionnaire Survey: School-Based Personnel)

Aspect of Supervision	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Directly accountable to the principal	6	90	8	81	17	66	11	76
2. One supervising teacher	22	61	14	67	20	61	23	54
3. Two to four supervising teachers	27	52	32	50	25	58	24	52

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 6.38

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Questionnaire Survey: School-Based Personnel)

Possible Guidelines	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	4	90	2	92	5	87	2	91
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	20	60	12	72	9	73	4	83

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 6.39

Preferences about Extent of Involvement of Different Personnel
in Formal Evaluation of Interns
(Questionnaire Survey: School-Based Personnel)

Personnel	Principals (n = 475)	Supervising Teachers (n = 343)	Interns (n = 328)	Beginning Teachers (Former Interns) (n = 173)
	Mean	Mean	Mean	Mean
1. Principal or other in- school administrator	4.34	4.12	3.83	4.22
2. Supervising teachers	4.50	4.46	4.61	4.46
3. Central Office supervisor(s)	2.38	2.41	2.27	2.72
4. Superintendent (or designate)	2.11	2.11	2.15	2.61

The scale used was 1 "Not at all" to 5 "To a large extent."

that exist between interns and supervising teachers during the internship year.

(d) Opinions regarding who should have final authority for formal evaluation of interns are summarized in Table 6.40. There was substantial disagreement in this regard. Of the principals, 64% felt they should be responsible, whereas less than 50% of all other groups felt this to be the case. Interns and beginning teachers with internship experience were inclined to place this responsibility in the hands of supervising teachers, perhaps because they were perceived as being closer to the situation.

14. All groups were asked to express opinion about selection and training of supervising teachers. The responses, displayed in Tables 6.41 and 6.41a, reflect the following findings:

(a) Provincial Guidelines should specify minimum academic requirements for supervising teachers.

(b) Provincial Guidelines should specify minimum competency criteria for supervising teachers. Higher ratings were given to this item than to the previous one, suggesting that many respondents felt that competency is a more important criterion than academic qualifications for selecting supervising teachers.

(c) Although half of the supervising teachers supported the concept of a reduced teaching load, there was limited support from the other groups.

(d) Tables 6.41 and 6.41a also indicate some disagreement as to whether or not school systems should provide supervisory training for supervising teachers. Again, roughly 70% of all groups "agreed" or "strongly agreed" with this notion. Responses to the final item in this set suggest that 40-50% of the respondents in each group favored the use of short courses for training supervising teachers.

(e) Table 6.42 summarizes the responses of all four groups of respondents on involvement of various personnel in the selection of supervising teachers. The results indicate that the principal and teachers in the school are seen as playing primary roles in this selection process.

Overall Evaluation of the Program

At the conclusion of all questionnaires, respondents were requested to rate the internship program in terms of the extent to which they felt it contributed to the transition from student to professional teacher. A ten-point scale ranging from 10, "highly valuable" to 1, "no value" was used. Table 6.43 presents the results. The

Table 6.40

Preferences about Final Authority for Formal Evaluation of Interns
(Questionnaire Survey: School-Based Personnel)

Personnel	Principals (n = 475) %	Supervising Teachers (n = 343) %	Interns (n = 328) %	Beginning Teachers (Former Interns) (n = 173) %
1. Principal or other in-school administrator	64	48	34	42
2. Supervising teachers	22	38	59	49
3. Central Office supervisor(s)	5	4	2	3
4. Superintendent (or designate)	8	7	3	3
5. Other, or a combination	1	3	3	3

The scale used was 1 "Not at all" to 5 "To a large extent."

Table 6.41

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about
Supervising Teachers
(Questionnaire Survey: School-Based Personnel)

Possible Guidelines	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Specification of minimum academic qualifications for supervising teachers	16	72	8	82	15	72	14	68
2. Specification of minimum competency criteria for supervising teachers	6	84	5	90	5	88	6	82
3. Specification that supervising teachers be given a reduced teaching load	34	44	24	51	30	42	29	44
4. School systems should be responsible for providing supervisory training for supervising teachers	10	73	10	72	10	68	10	72
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	35	40	33	44	23	46	24	51

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 6.42

Preferences about Extent of Involvement of Individuals or
Organizations in Selection of Supervising Teachers
(Questionnaire Survey: School-Based Personnel)

Individual/ Organization	Principals (n = 475)	Supervising Teachers (n = 343)	Interns (n = 328)	Beginning Teachers (Former Interns) (n = 173)
	Mean	Mean	Mean	Mean
1. Principal	4.80	4.67	4.66	4.67
2. Teachers in the school	3.12	3.04	3.53	3.87
3. Superinten- dent (or designate)	2.66	2.64	2.81	3.06
4. Alberta Regional Office of Education	1.43	1.48	1.89	2.12
5. Alberta Teachers' Association	1.42	1.52	2.09	2.05
6. Universities	1.44	1.66	2.00	2.06
7. Alberta School Trustees' Association	1.20	1.24	1.59	1.63

The scale used was 1 "Not at all" to 5 "To a large extent."

Table 6.43

Perceptions about the Value of Internship as a Means of Facilitating
the Transition from Student to Professional Teacher
(Questionnaire Survey: School-Based Personnel)

Value	Principals (n = 475) %	Supervising Teachers (n = 343) %	Interns (n = 328) %	Beginning Teachers (Former Interns) (n = 173) %
10 Highly Valuable	40	41	28	26
9	21	17	15	18
8	24	19	27	25
7	10	12	13	13
6	2	2	4	7
5	1	3	6	4
4	--	1	2	2
3	1	2	2	4
2	--	--	3	1
1 No Value	1	1	--	1
Unable to judge, or no response	--	--	1	--
Mean	8.67	8.48	7.89	7.95

means for the four groups ranged from 7.93 to 8.66, with principals providing the highest ratings and beginning teachers with internship experience the lowest. In general, the program was seen as a valuable strategy for facilitating entry to the profession.

Summary

The following is a point form summary of selected aspects of the Initiation to Teaching Project, based on questionnaire data provided by principals, supervising teachers, interns and beginning teachers (former interns). These conclusions are presented under the headings "general" and "policy issues."

General

1. Interns were appropriately placed in terms of their teaching specializations.

2. Principals and supervising teachers considered interns to be generally well prepared. Principals, however, felt that beginning teachers with internship experience were better prepared than other beginning teachers, especially in the area of classroom management skills.

3. The internship had a substantial, positive impact on feelings of preparedness for teaching. (This feeling of confidence may account for the differences perceived by principals noted in 2 above.)

4. Internship was also thought to be successful in socializing interns into the teaching profession. The interns, however, would have preferred more supervisory assistance with respect to "general feedback on teaching" and "evaluation and diagnosis of students."

5. Supervising teachers benefited from the programs through improved teaching and supervision skills.

Policy Issues

1. Continuing the internship. Although interns and beginning teachers (former interns) were less enthusiastic than the other groups, there was a clear preference by all groups for continuation of the internship with the current arrangement of a voluntary internship after the completion of university training.

2. Supervision of beginning teachers. Both principals and supervising teachers viewed the supervisory function as

residing mainly in the hands of school personnel. In general, more input from both groups would be desirable.

3. Permanent certification. Groups were split on the issue of permanent certification. Interns and beginning teachers (former interns) clearly supported permanent certification after one year of internship and one year of satisfactory teaching. Two-thirds of the supervising teachers also favored this plan but the other third preferred the current practice of requiring two years of satisfactory teaching beyond internship. Principals were evenly split on the two options.

4. Salary of interns. The most common response suggests that 75% of a beginning teacher's salary would be most appropriate for the interns, and at least partial credit on the teacher salary grid should be given for internship experience.

5. Length of internship. The majority of respondents favored a full year of internship, but 25% of the beginning teachers (former interns) and 15% of current interns felt that half a year would be sufficient.

6. Teaching load. For the most part, the preference for interns was for gradual induction to teaching, peaking at 80% of the full-time load. There was little support for the notion of a reduced teaching load for beginning teachers.

7. Internship activities. Of 15 possible required internship activities, strong support was provided for all but "library or resource room" assistance and "ATA induction" activities.

8. Supervision of interns. A large majority of all four groups indicated that the intern should be accountable to the principal. In terms of supervision, the majority of all groups supported supervision by one teacher, but over 50% of all groups also favored supervision by two to four teachers.

9. Feedback and evaluation. There was very strong support for establishing Provincial Guidelines specifying a standard set of criteria to provide guidance for the evaluation of each intern's performance.

10. Formal evaluation of interns. All groups indicated that the formal evaluation should be a shared responsibility of the supervising teacher and an in-school administrator. The question of final authority received mixed responses; while principals felt that they should have the final authority, interns and beginning teachers were more inclined to place the responsibility in the hands of the supervising teacher.

11. Selection of supervising teachers. While all groups strongly supported guidelines for minimum academic qualifications and minimum competency criteria for selecting supervising teachers, the respondents felt that competency was a more important criterion. They also strongly agreed that the selection process should be conducted by the principal and other teachers in the school.

12. Teaching loads of supervising teachers. There was limited support among most respondent groups for reduced teaching loads for teachers who supervise interns. The supervising teachers in this study, however, were equally divided on this matter.

13. Training for supervising teachers. There was strong support for supervisory training for supervising teachers, but less than half of the respondents supported the use of short courses to fulfil this intent.

14. Program policy making and administration. There was strong support for school systems and Alberta Education playing major roles in establishing policies and guidelines. Respondents indicated that administration of the program should largely be the responsibility of the school systems.

15. Overall evaluation of the internship. Principals placed the highest value and beginning teachers (former interns) the lowest value on the program as a means of facilitating the transition from student to professional teacher. The rating of the beginning teachers (former interns), however, was still very positive (7.9 on a 10-point scale).

APPENDIX A
MASTER QUESTIONNAIRE

I. DEMOGRAPHIC DATA AND SAMPLE DESCRIPTION

1. Did you have one or more interns employed at your school last year?

Yes _____ 1 No _____ 2

X - - -

2. Please circle the appropriate number identifying the type of jurisdiction within which your school operates.

- County 1 Regional School District 6
Public School District 2 Roman Catholic Public 7
Protestant Separate School 3 School District
District 4 Consolidated School District 8
Roman Catholic School District 5 Private School 9
School Division 5 Federally Administered School 10

X X X X

3. What is your school's location?

- Calgary 1 Other Urban 3
Edmonton 2 Rural 4

X X X X

4. What grade levels are served by your school? (Circle appropriate number)

- K-6 1 K-9 4 10-12 7
1-6 2 7-12 5 K-12 8
7-9 3 9-12 6 1-12 9
Other (please specify) _____

X X X X

5. How many certificated teachers are on staff at your school? _____

X X X X

6. How many Beginning Teachers with Internship experience are currently employed at your school?

X - - -

7. How many Beginning Teachers without Internship experience are currently employed at your school?

X - - -

8. My Beginning Teacher with Internship experience completed a full school year of Internship.
(I completed a full school year of Internship.)

X - - X

Yes _____ No _____

If no, indicate below, by marking through the appropriate months, when the Internship began and for how long it continued. (If you checked no indicate below when the Internship began and how long it continued.)

/ Sept / Oct / Nov / Dec / Jan / Feb / Mar / Apr / May / June

ITEM

P ST I BT(I)

I. DEMOGRAPHIC DATA AND SAMPLE DESCRIPTION (Continued)

9. How many Interns are currently employed at your school? _____
10. Did you serve as a Supervising Teacher for one or more Interns last year (1985-86)?
 Yes _____ No _____
11. Sex of Intern/Beginning Teacher with Internship/Supervising Teacher
 Male _____ Female _____
12. In which institution did you complete your certification requirements?
 University of Alberta 1 University of Calgary 3
 University of Alberta,
 Faculty of Saint-Jean 2 University of Lethbridge 4
 Other (please specify) _____
13. In what year did you receive your Interim Professional Certificate?
 1986 1 1983 4
 1985 2 1982 or earlier 5
 1984 3
14. Which grade level(s) do you feel most comfortable teaching?
 K-3 1
 4-6 2
 Junior High 3
 Senior High 4
15. At which grade level are you currently teaching?
 K-3 1
 4-6 2
 Junior High 3
 Senior High 4
16. What was your age on September 1, 1986? _____
17. Please indicate below approximately how much time your Intern is currently teaching.
 Percentage of teaching load of full-time teacher.
 0-19% 20-39% 40-59% 60-79% 80% and over
18. Please indicate below approximately how much time you spent in actual classroom teaching at the beginning of the year:
 Amount of Time: 1/4 1/2 3/4 Full-time

I. DEMOGRAPHIC DATA AND SAMPLE DESCRIPTION (Continued)

19. Please rate the following in terms of importance in your decision to take part in the Internship.
1 = Not Important 5 = Very Important 0 = No Opinion

	Not Important	1	2	3	4	5	Very Important	No Opinion
I wanted more experience under guided instruction than was provided by the Practicum	1	2	3	4	5	0		
I wanted additional experience to increase my self-confidence	1	2	3	4	5	0		
I anticipated that the Internship would lead to a permanent position	1	2	3	4	5	0		
I anticipated that the Internship would become a requirement for a permanent position	1	2	3	4	5	0		
I was offered a beginning teacher appointment that was unsuitable to me	1	2	3	4	5	0		
I was unable to obtain a teaching position	1	2	3	4	5	0		

II. SPECIAL FUNDING

20. Are there plans to make use of the special Professional Development Grant available for Interns through the Initiation to Teaching Project?

Yes — 1 No — 2

If yes, please indicate in which general category or categories the grant money has been or will be used.

System level —
School level —
Outside the system —
Other —

III. PLACEMENT, ORIENTATION AND PRE-SERVICE PREPARATION

21. Please indicate your level of agreement with the following statement.
1 = Strongly Disagree; 5 = Strongly Agree

Strongly
Disagree 1 2 3 4 5
Strongly
Agree

The placement of Interns and of the Beginning Teacher with Alberta Internship experience is appropriate to his/her teaching specialization.

III. PLACEMENT, ORIENTATION AND PRE-SERVICE PREPARATION (Continued)

22. Was there a formal Orientation Program for your Intern/Beginning Teacher with Internship experience prior to or during the first month of his/her employment?

Yes 1 No 2

If yes, who provided the Orientation Program?

The Jurisdiction Central Office _____
 The School _____
 The ATA _____

23. Please indicate how well prepared you feel your Beginning Teacher with/without Internship experience is in the following areas.

1 = Very Poorly Prepared; 5 = Very Well Prepared

	Very Poorly Prepared		Very Well Prepared		Can't Tell
1. Relationships with students	1	2	3	4	5
2. Relationships with other teachers	1	2	3	4	5
3. Relationships with parents	1	2	3	4	5
4. Classroom management skills	1	2	3	4	5
5. Knowledge of subject matter	1	2	3	4	5
6. Knowledge of teaching strategies	1	2	3	4	5
7. General preparation for teaching	1	2	3	4	5

24. Please indicate how well prepared you feel you/your Intern was to perform the following skills when he/she began the Internship.

TEACHING SKILL

1 = Very Poorly Prepared 5 = Very Well Prepared 0 = Can't Tell

	Very Poorly Prepared		Very Well Prepared		Can't Tell
1. Handle classroom routines	1	2	3	4	5
2. Control students	1	2	3	4	5
3. Give instructions	1	2	3	4	5
4. Specify objectives	1	2	3	4	5
5. Select content	1	2	3	4	5
6. Organize material	1	2	3	4	5
7. Develop lesson plan	1	2	3	4	5
8. Develop unit plan	1	2	3	4	5
9. Present information	1	2	3	4	5
10. Explain content	1	2	3	4	5
11. Use questioning techniques	1	2	3	4	5
12. Use pacing techniques	1	2	3	4	5
13. Summarize content	1	2	3	4	5
14. Utilize instructional media	1	2	3	4	5
15. Establish rapport with students	1	2	3	4	5
16. Motivate students	1	2	3	4	5
17. Accommodate individual student differences	1	2	3	4	5

III. PLACEMENT, ORIENTATION AND PRE-SERVICE ORIENTATION (Continued)

24. (Continued)

	Very Poorly Prepared	Very Well Prepared	Can't Tell
18. Encourage student participation	1 2 3 4 5 0	3 4 5 0	0
19. Work with other staff	1 2 3 4 5 0	3 4 5 0	0
20. Group students for instruction	1 2 3 4 5 0	3 4 5 0	0
21. Arrange classroom learning environment	1 2 3 4 5 0	3 4 5 0	0
22. Diagnose learner needs	1 2 3 4 5 0	3 4 5 0	0
23. Prepare classroom tests	1 2 3 4 5 0	3 4 5 0	0
24. Evaluate student progress	1 2 3 4 5 0	3 4 5 0	0
25. Report student progress	1 2 3 4 5 0	3 4 5 0	0
26. Perform tasks of teaching (overall)	1 2 3 4 5 0	3 4 5 0	0

IV. SUPERVISION AND EVALUATION PROCEDURES

25. Please indicate below the extent to which each of the listed personnel are and ought to be utilized to assist with Intern Supervision in your school.

1 = Very Little 5 = A Great Deal

	Actual					Desired				
	Very Little	1	2	3	A Great Deal	Very Little	1	2	3	A Great Deal
1. Teachers other than Supervising teacher										
2. Administrators in your school										
3. Central Office staff in your school system										
4. Alberta Education Regional Office staff										

26. Please indicate below to what extent the following personnel are involved in assessment of your Intern and the extent to which they ought to be involved.

1 = Very Little 5 = To a Great Extent 0 = Not Used

	Actual					Desired						
	Very Little	1	2	3	To a Great Extent	Not Used	Very Little	1	2	3	To a Great Extent	Not Used
1. One Supervising Teacher only (for Principals only)	1	2	3	4	5	0	1	2	3	4	5	0
2. Two teachers	1	2	3	4	5	0	1	2	3	4	5	0
3. Several teachers	1	2	3	4	5	0	1	2	3	4	5	0
4. An administrator in your school	1	2	3	4	5	0	1	2	3	4	5	0
5. A Central Office representative from your school system	1	2	3	4	5	0	1	2	3	4	5	0
6. An Alberta Education Regional Office representative	1	2	3	4	5	0	1	2	3	4	5	0

IV. SUPERVISION AND EVALUATION PROCEDURES (Continued)

27. In Column I please indicate the degree to which you have experienced concern in the areas listed below, and in Column II to what extent assistance is available.

1 = Very Little 5 = Very Great 0 = None

	I Extent of Concern			II Extent of Assistance Available		
	None	Very Little	Very Great	None	Very Little	Very Great
Understanding the philosophy of the school	0	1	2	3	4	5
Learning school routines	0	1	2	3	4	5
Availability of an experienced teacher or teachers to discuss problems related to teaching	0	1	2	3	4	5
Understanding the expectations of the school regarding the role and functions of a beginning teacher	0	1	2	3	4	5
Availability of <u>informal</u> evaluation by Principal or other supervisory personnel	0	1	2	3	4	5
Availability of feedback on specific aspects (strategies, techniques, etc.) of teaching	0	1	2	3	4	5

X

X

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

IV. SUPERVISION AND EVALUATION PROCEDURES (Continued)

28. Please indicate your degree of satisfaction with each of the following:

	Very Dissatisfied		Very Satisfied	
	1	2	3	4
Assignment to this particular school	1	2	3	4
Supervisory assistance provided by administrators	1	2	3	4
Supervisory assistance provided by teacher(s)	1	2	3	4
Orientation to the community	1	2	3	4
Orientation to the school	1	2	3	4
Orientation to the classroom	1	2	3	4
Orientation to courses taught	1	2	3	4
Opportunities for observation	1	2	3	4
Variety of teaching opportunities	1	2	3	4
Professional development opportunities	1	2	3	4
Evaluation of your progress by others	1	2	3	4
Your relationships with teachers	1	2	3	4
Your relationships with support staff	1	2	3	4
Non-teaching tasks assigned to you	1	2	3	4
Salary	1	2	3	4
Extracurricular tasks assigned	1	2	3	4
Overall growth in your teaching performance	1	2	3	4

Please comment on any of the items above that caused you the most dissatisfaction.

29. In Column I indicate the amount of ACTUAL supervisory assistance and in Column II indicate the amount of supervisory assistance PREFERRED.

	ACTUAL			PREFERRED		
	None	Low	High	None	Low	High
General feedback on my teaching	0	1	2	3	4	5
Planning for instruction	0	1	2	3	4	5
Effective teaching strategies/ methods	0	1	2	3	4	5
Evaluation and diagnosis of students	0	1	2	3	4	5
Discipline and classroom management	0	1	2	3	4	5
Administrative duties	0	1	2	3	4	5
Subject area knowledge	0	1	2	3	4	5
Managing time effectively	0	1	2	3	4	5

IV. SUPERVISION AND EVALUATION PROCEDURES (Continued)

30. In the next section indicate the level of supervisory assistance ACTUALLY provided by each of the following and, also, do the same to indicate the amount you would have PREFERRED:

	ACTUAL					PREFERRED						
	None	Low	High	None	Low	High	None	Low	High			
Supervising Teacher(s)	0	1	2	3	4	5	0	1	2	3	4	5
Other teachers in this school	0	1	2	3	4	5	0	1	2	3	4	5
Other teachers outside the school	0	1	2	3	4	5	0	1	2	3	4	5
Principal and/or vice-principal	0	1	2	3	4	5	0	1	2	3	4	5
Consultants, supervisors from central office	0	1	2	3	4	5	0	1	2	3	4	5
School counsellor	0	1	2	3	4	5	0	1	2	3	4	5
Regional office consultant	0	1	2	3	4	5	0	1	2	3	4	5

V. ADMINISTRATION OF INTERNSHIP

31. Please indicate your level of agreement with each of the following statements.

1 = Strongly Disagree 5 = Strongly Agree 0 = Can't Tell

	Strongly Disagree				Strongly Agree				Can't Tell
	1	2	3	4	5	6	7	8	
1. The Internship Program is substantially increasing the workload of the school's administrators	1	2	3	4	5	0			0
2. The Internship program is substantially increasing the workload of other teachers in the school	1	2	3	4	5	0			0
3. The Intern's placement was appropriate to his/her teaching specialization	1	2	3	4	5	0			0
4. Alberta Education criteria for selecting Interns are known to me	1	2	3	4	5	0			0
5. Alberta Education selection criteria for Interns were appropriate	1	2	3	4	5	0			0
6. Alberta Education criteria for selecting Interns were adhered to	1	2	3	4	5	0			0
7. The Intern was well prepared for teaching when he/she entered the program	1	2	3	4	5	0			0
8. The presence of the Intern is having a positive impact on student learning	1	2	3	4	5	0			0
9. The school was provided with adequate information regarding the Internship Program	1	2	3	4	5	0			0
10. Training for the Supervising Teacher(s) was adequate	1	2	3	4	5	0			0
11. There is adequate supervision of the Intern in my school	1	2	3	4	5	0			0
12. Policy regarding gradual induction of Interns into classroom teaching has been established	1	2	3	4	5	0			0
13. The policy regarding gradual induction into classroom teaching is appropriate	1	2	3	4	5	0			0
14. The policy regarding gradual induction into classroom teaching is being adhered to	1	2	3	4	5	0			0
15. The Intern is being given sufficient opportunity to interact with parents	1	2	3	4	5	0			0

V. ADMINISTRATION OF INTERNSHIP (Continued)

31. (Continued)

	Strongly Disagree	1	2	3	4	5	Strongly Agree	Can't Tell
16. The Intern is being given sufficient opportunity to interact with the community	1	2	3	4	5	0		
17. Arrangements are in place to provide the Intern sufficient opportunity to work with a variety of teachers	1	2	3	4	5	0		
18. Arrangements are in place to provide adequate formal assessment of the Intern's performance throughout the Internship	1	2	3	4	5	0		
19. Arrangements are in place to provide informal assessment of the Intern's performance throughout the Internship	1	2	3	4	5	0		
20. The Internship Program is adequately funded	1	2	3	4	5	0		

32. Please indicate your level of agreement with each of the following statements
 1 = Strongly Disagree 5 = Strongly Agree 0 = Can't Tell

- - X - -

	Strongly Disagree	1	2	3	4	5	Strongly Agree	Can't Tell
1. The Intern was well prepared for teaching at the time of employment	1	2	3	4	5	0		
2. The Intern interacts effectively with other members of staff	1	2	3	4	5	0		
3. There is adequate opportunity for in-service training of the Intern	1	2	3	4	5	0		
4. The Internship Program is adding substantially to my workload	1	2	3	4	5	0		
5. My own teaching skills are improving as a result of participating in the Internship Program	1	2	3	4	5	0		
6. My supervision skills (e.g., conferencing, evaluating, communicating) are being enhanced as a result of participation in the Internship Program	1	2	3	4	5	0		

VI. POLICY ALTERNATIVES

Using the five-point scale provided, please rate each of the following policy alternatives concerning the preparation of beginning Elementary teachers (including ECS) and beginning Secondary teachers in Alberta. Answer both parts (elementary and secondary) for each item.

1 = Strongly Disagree 5 = Strongly Agree 0 = Can't Tell

33. Alberta should

X X X X

	Strongly Disagree				Strongly Agree	Can't Tell
1. Continue the optional (voluntary) Internship Program following either the B.Ed. or B.Ed. After Degree programs as in 1985-86 and 1986-87	1	2	3	4	5	0
For elementary teachers						
For secondary teachers	1	2	3	4	5	0
2. Introduce a compulsory Internship Program for Beginning Teachers to follow either the B.Ed. or B.Ed. After Degree programs	1	2	3	4	5	0
For elementary teachers						
For secondary teachers	1	2	3	4	5	0
3. Introduce an optional Internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program	1	2	3	4	5	0
For elementary teachers						
For secondary teachers	1	2	3	4	5	0
4. Introduce a compulsory Internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program	1	2	3	4	5	0
For elementary teachers						
For secondary teachers	1	2	3	4	5	0
5. Introduce provincial regulations requiring that each Beginning Teacher be assigned to a highly competent Teacher Supervisor	1	2	3	4	5	0
For elementary teachers						
For secondary teachers	1	2	3	4	5	0
6. Introduce provincial regulations requiring that each Beginning Teacher be given a reduced teaching load	1	2	3	4	5	0
For elementary teachers						
For secondary teachers	1	2	3	4	5	0
7. Discontinue the current optional Teacher Internship Program and revert to the 1984-85 situation	1	2	3	4	5	0
For elementary teachers						
For secondary teachers	1	2	3	4	5	0

VI. POLICY ALTERNATIVES (Continued)

34. If the Teacher Internship Program were to continue, please indicate your extent of agreement with each of the following possible routes for permanent certification.

Teacher Interns should be eligible for permanent certification following:

- | | Strongly Disagree | | | Strongly Agree | Can't Tell |
|--|-------------------|---|---|----------------|------------|
| 1. Satisfactory completion of the Internship | 1 | 2 | 3 | 4 | 5 |
| 2. One year of satisfactory teaching following the Internship | 1 | 2 | 3 | 4 | 5 |
| 3. Two years of satisfactory teaching following the Internship | 1 | 2 | 3 | 4 | 5 |

35. Salary and Salary Credit

If the Teacher Internship were to continue, and assuming a reduced teaching load and reduced responsibilities for Teacher Interns (when compared with regular full-time teachers):

1. Approximately what percentage of a Beginning Teacher's salary should a Teacher Intern receive?
- | | |
|--------|------|
| a. ___ | 25% |
| b. ___ | 50% |
| c. ___ | 75% |
| d. ___ | 100% |

2. To what extent should the Teacher Internship experience count for credit on the teacher salary grid?
- | | |
|--------|----------------|
| a. ___ | Not at all |
| b. ___ | Partial credit |
| c. ___ | Full credit |

36. If the Teacher Internship Program were to continue, to what extent should each of the following be responsible for establishing the policy and guidelines for the Internship Program? Use one check mark for each item below.

Have Major Responsibility	Some Involvement (e.g. Giving Advice)	No Direct Involvement
---------------------------	---------------------------------------	-----------------------

- | | | |
|---|-----|-----|
| 1. Alberta Education | ___ | ___ |
| 2. Alberta School Trustees' Association | ___ | ___ |
| 3. Alberta Teachers' Association | ___ | ___ |
| 4. Universities | ___ | ___ |
| 5. School Systems | ___ | ___ |

37. If the Teacher Internship were to continue, to what extent should each of the following be responsible for administering the program (e.g., program plans, recruitment, selection, placement, professional development, monitoring, evaluation, remediation of interns)? Use one check mark for each item below.

Have Major Responsibility	Some Involvement (e.g. Giving Advice)	No Direct Involvement
---------------------------	---------------------------------------	-----------------------

- | | | |
|---|-----|-----|
| 1. Alberta Education | ___ | ___ |
| 2. Alberta School Trustees' Association | ___ | ___ |
| 3. Alberta Teachers' Association | ___ | ___ |
| 4. Universities | ___ | ___ |
| 5. School Systems | ___ | ___ |

ITEM

P ST I BT(I)

VI. POLICY ALTERNATIVES (Continued)

38. Length of the Teacher Internship

If the Teacher Internship Program were to continue,
the length of the Teacher Internship should be:

- a. ☐ quarter year
b. ☐ half year
c. ☐ full year
d. ☐ more than one year
e. ☐ other (specify) _____

X X X X X

Possible Guidelines for Teacher Internship

If a Teacher Internship program were to continue in Alberta, what Provincial Guidelines would you recommend?

39. Teaching Load

1. What percentage of the teaching load of a full-time teacher
should be the teaching load of Teacher Interns
at the beginning of the Internship period?

- a. ☐ less than 20%
b. ☐ 20% to 39%
c. ☐ 40% to 59%
d. ☐ 60% to 79%
e. ☐ 80% and over
f. ☐ No Provincial Guidelines needed

X X X X X

2. What percentage of the teaching load of a full-time teacher
should be the teaching load of Teacher Interns about
mid-way through the Internship?

- a. ☐ less than 20%
b. ☐ 20% to 39%
c. ☐ 40% to 59%
d. ☐ 60% to 79%
e. ☐ 80% and over
f. ☐ No Provincial Guidelines needed

3. What percentage of the teaching load of a full-time teacher
should be the teaching load of Teacher Interns approaching
the end of the Internship?

- a. ☐ less than 20%
b. ☐ 20% to 39%
c. ☐ 40% to 59%
d. ☐ 60% to 79%
e. ☐ 80% and over
f. ☐ No Provincial Guidelines needed

VI. POLICY ALTERNATIVES (Continued)

40. Intern Activities

Provincial Guidelines on the Teacher Internship should specify that the Teacher Intern participate in each of the following:

X X X X

	Strongly Disagree	3	4	Strongly Agree	Can't Tell
1. Observation, analysis and discussion of teaching at different grade levels	1	2	3	4	5
2. Observation, analysis and discussion of teaching in different subject areas	1	2	3	4	5
3. Teaching at different grade levels	1	2	3	4	5
4. Teaching in different subject areas	1	2	3	4	5
5. Teaching the same class or classes for a period of several months	1	2	3	4	5
6. Organization of extra-curricular activities	1	2	3	4	5
7. Professional development activities at the system and/or provincial level	1	2	3	4	5
8. In-school professional development activities	1	2	3	4	5
9. Interviews with parents about progress of students	1	2	3	4	5
10. Field trips	1	2	3	4	5
11. School committee meetings	1	2	3	4	5
12. Observation of the work of school administrators, counsellors, support staff	1	2	3	4	5
13. Assistance in the library or resource room	1	2	3	4	5
14. ATA teacher induction activities	1	2	3	4	5
15. Interacting with other Teacher Interns in formal workshops focusing on the Internship.	1	2	3	4	5

41. Supervision of Teacher Interns

Provincial guidelines should specify that each Teacher Intern:

X X X X

	Strongly Disagree	3	4	Strongly Agree	Can't Tell
1. Be directly accountable to the Principal or Head Teacher of the school to which the Intern is assigned	1	2	3	4	5
2. Work with one Supervising Teacher for the duration of the Internship (even though other teachers may be involved with the Intern).	1	2	3	4	5
3. Work with at least two and no more than four Supervising Teachers during the Internship.	1	2	3	4	5

ITEM

P ST I BT(I)

VI. POLICY ALTERNATIVES (Continued)

42. Feedback and Evaluation

Assuming that the Internship were to continue, please indicate your opinion on these matters.

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

X

1. Provincial Guidelines should specify that feedback be provided to Teacher Interns along with discussions on how to improve performance

1

2

3

4

5

0

0

0

0

0

0

0

0

0

0

2. Provincial Guidelines should specify a standard set of criteria for evaluating Teacher Interns throughout Alberta

1

2

3

4

5

0

0

0

0

0

0

0

0

0

0

3. Supervisors of Teacher Interns should be given a reduced teaching load because of their supervisory responsibilities

1

2

3

4

5

0

0

0

0

0

0

0

0

0

0

4. To what extent should each of the following be involved in the formal (written) evaluation of Teacher Interns?

Not at
All

To a Large
ExtentCan't
Tell

a. Principal or other in-school administrator

1

2

3

4

5

0

0

0

0

0

0

0

0

0

0

b. Teacher Supervisor(s)

1

2

3

4

5

0

0

0

0

0

0

0

0

0

0

c. Central Office Supervisor(s)

1

2

3

4

5

0

0

0

0

0

0

0

0

0

0

d. Superintendent (or designate)

1

2

3

4

5

0

0

0

0

0

0

0

0

0

0

5. Who should have the final authority for the formal (written) evaluation of Teacher Interns? (Check one only)

a. Principal or other in-school administrator
b. Teacher Supervisor(s)
c. Central Office Supervisor(s)
d. Superintendent
e. Other (please specify)

VI. POLICY ALTERNATIVES (Continued)

43. Selection and Training of Teacher Supervisors

	Strongly Disagree	2	3	4	Strongly Agree	Can't Tell	
1. Provincial Guidelines should specify minimum academic qualifications for Supervising Teachers (such as the possession of a four-year B.Ed. degree or equivalent).	1	2	3	4	5	0	X X X X
2. Provincial Guidelines should specify minimum competency criteria for Supervising Teachers (such as the possession of a permanent teaching certificate and at least three years of successful teaching in Alberta).	1	2	3	4	5	0	
3. School systems should be responsible for providing supervisory training for Teacher Supervisors.	1	2	3	4	5	0	
4. Training in the form of short courses or university classes in supervision and effective teaching should be required of all Teacher Supervisors who supervise Teacher Interns.	1	2	3	4	5	0	
5. Indicate the extent to which each of the following should be involved in the selection of Teacher Supervisors:	Not at All				To a Large Extent	Can't Tell	
a. Principal	1	2	3	4	5	0	
b. Teachers in the school	1	2	3	4	5	0	
c. Superintendent (or designate)	1	2	3	4	5	0	
d. Alberta Regional Offices of Education	1	2	3	4	5	0	
e. Alberta Teachers' Association	1	2	3	4	5	0	
f. Universities	1	2	3	4	5	0	
g. Alberta School Trustees' Association	1	2	3	4	5	0	

VII. OVERALL EVALUATION

44. Overall Value of the Alberta Teacher Internship

On the ten-point scale given below, please rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher.

Unable to Judge	No Value	1	2	3	4	5	6	7	8	9	10	Highly Valuable
0		1	2	3	4	5	6	7	8	9	10	

X X X X X

APPENDIX B

TABLES 6.28a, 6.29a, 6.36a, 6.37a, 6.38a, 6.41a

Table 28a
Extent of Agreement with Policy Alternatives
(Questionnaire Survey: School-Based Personnel)

Alternative	Principals (n = 475)					Supervising Teachers (n = 343)					Interns (n = 328)					Beginning Teachers (Former Interns) (n = 173)								
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
1. Continue optional post-B.Ed. Internship	E 11	4	12	14	56	4	11	5	14	17	49	5	16	8	14	20	36	6	12	11	23	17	34	4
	S 11	4	12	12	52	10	10	5	14	15	45	11	16	8	13	18	36	10	10	9	22	18	35	7
2. Introduce compulsory post-B.Ed. Internship	E 18	11	16	15	37	3	25	13	16	12	29	5	27	14	16	15	22	6	27	16	17	13	24	4
	S 17	10	15	14	36	8	24	12	15	13	27	9	26	12	15	13	24	9	26	16	17	12	23	6
3. Introduce optional Internship as part of the B.Ed. program	E 26	11	22	16	18	8	26	13	22	17	15	7	31	9	18	18	15	9	26	15	21	14	19	5
	S 25	12	19	16	18	10	26	12	20	16	15	11	29	9	18	19	13	13	24	14	19	16	20	7
4. Introduce compulsory Internship as part of the B.Ed. program	E 22	11	16	16	30	5	24	16	16	10	28	6	31	9	14	14	27	5	25	12	16	14	28	5
	S 21	11	15	15	29	9	23	15	15	10	28	10	29	9	13	16	26	9	24	13	14	14	27	8
5. Assign beginning teachers to highly competent supervisors	E 14	12	15	23	31	6	16	11	12	20	35	6	11	9	13	19	43	6	17	14	13	22	29	5
	S 13	12	15	22	30	8	15	11	10	20	34	10	10	8	12	20	41	8	19	15	14	21	25	6
6. Reduce teaching load of beginning teachers	E 25	19	18	18	16	4	28	15	16	21	15	5	13	13	25	23	21	5	20	20	20	15	21	5
	S 24	19	19	17	15	7	26	12	18	19	15	10	12	12	23	23	20	10	19	18	22	14	20	7
7. Discontinue current Internship program	E 78	10	4	1	2	4	66	13	8	2	5	7	57	13	7	5	6	12	58	16	11	4	4	6
	S 76	10	3	2	3	7	62	13	7	3	4	12	56	12	6	4	7	15	55	17	8	4	7	8

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.
E = Elementary; S = Secondary.

Table 29a
Extent of Agreement with Alternatives for Permanent Certification
(Questionnaire Survey: School-Based Personnel)

Alternatives for Permanent Certification	Principals (n = 475)						Supervising Teachers (n = 343)						Interns (n = 328)						Beginning Teachers (Former Interns) (n = 173)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
	%						%						%						%					
1. Following satisfactory completion of internship	56	19	9	5	10	2	51	18	12	5	13	2	23	15	18	11	31	3	35	15	18	8	21	3
2. Following internship and one year of satisfactory teaching	18	11	18	17	35	1	16	8	15	16	44	1	5	3	9	10	71	1	7	4	11	10	67	1
3. Following internship and two years of satisfactory teaching	20	12	12	13	42	1	29	14	22	9	26	2	65	13	12	3	6	2	48	22	19	5	4	1

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 36a

Extent of Agreement with Activities in which Interns Should Participate
(Questionnaire Survey: School-Based Personnel)

Alternative	Principals (n = 475)						Supervising Teachers (n = 343)						Interns (n = 328)						Beginning Teachers (Former Interns) (n = 173)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
1. Observation, analysis and discussion of teaching at different grade levels	3	4	11	33	49	--	2	5	17	25	51	--	3	8	15	30	43	2	1	6	15	29	48	2
2. Observation, analysis and discussion of teaching in different subject areas	3	3	13	34	47	--	2	4	16	30	49	--	3	8	17	26	44	2	1	5	12	28	52	2
3. Teaching at different grade levels	2	6	16	28	49	--	4	6	17	27	46	1	4	5	18	28	44	1	3	5	21	21	50	1
4. Teaching in different subject areas	2	6	15	31	46	--	2	5	18	25	49	1	3	6	12	27	50	2	2	5	11	26	55	1
5. Teaching the same class or classes for a period of several months	3	5	12	32	48	--	1	1	6	26	65	1	3	2	5	18	73	--	2	3	9	23	64	--
6. Organization of extra-curricular activities	3	5	19	41	33	--	4	5	31	26	34	1	3	5	23	33	35	1	3	9	17	32	38	1
7. Professional development activities at the system and/or provincial level	3	3	10	30	54	--	1	3	16	28	53	--	3	2	10	25	59	1	1	2	8	21	67	1
8. In-school professional development activities	2	1	6	25	65	--	1	2	8	26	64	--	1	1	10	25	63	1	1	2	5	20	72	1

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 36a (Continued)

Alternative	Principals (n = 475)						Supervising Teachers (n = 343)						Interns (n = 328)						Beginning Teachers (former Interns) (n = 173)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
9. Interviews with parents about progress of students	2	3	10	34	51	--	1	--	10	24	65	--	2	1	5	21	72	--	1	1	9	22	68	--
10. Field trips	3	3	10	36	48	--	1	2	11	27	59	--	2	2	9	24	63	--	1	1	11	23	64	--
11. School committee meetings	3	4	14	32	47	--	2	3	17	26	51	1	4	4	18	28	46	1	1	5	16	27	50	--
12. Observation of the work of school administrators, counsellors, support staff	3	9	28	31	28	--	4	8	33	26	28	1	6	13	24	31	26	2	2	7	25	28	37	1
13. Assistance in the library or resource room	8	16	35	25	14	1	10	17	40	16	15	2	9	15	32	25	17	2	7	14	36	22	21	1
14. ATA teacher induction activities	8	12	28	26	24	3	5	9	34	22	28	2	7	9	26	28	27	3	2	10	29	23	35	1
15. Interacting with other interns in formal workshops focusing on the internship	3	5	18	34	40	--	1	2	16	33	48	--	4	6	13	20	58	--	1	5	14	24	56	1

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 37a

Extent of Agreement with Approaches to Supervision of Interns
(Questionnaire Survey: School-Based Personnel)

Aspect of Supervision	Principals (n = 475)						Supervising Teachers (n = 343)						Interns (n = 328)						Beginning Teachers (Former Interns) (n = 173)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
Directly accountable to the principal	2	4	4	16	74	--	4	4	10	22	59	1	9	8	16	25	41	1	2	9	12	28	48	1
One supervising teacher	10	12	16	23	38	1	7	7	18	25	42	1	8	12	17	20	41	2	10	13	21	24	30	2
Two to four supervising teachers	13	14	19	27	25	1	18	14	18	23	27	1	12	13	15	27	31	3	13	11	21	25	27	4

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 38a

Extent of Agreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Questionnaire Survey: School-Based Personnel)

Possible Guidelines	Principals (n = 475)						Supervising Teachers (n = 343)						Interns (n = 328)						Beginning Teachers (Former Interns) (n = 173)					
	%						%						%						%					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	2	2	6	23	67	--	1	1	6	29	63	--	2	3	8	27	60	--	1	1	7	25	66	1
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	10	10	20	28	32	1	5	7	16	27	45	1	4	5	16	30	43	2	2	2	14	22	61	--

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 41a

Extent of Agreement with Possible Provincial Guidelines about Supervising Teachers
(Questionnaire Survey: School-Based Personnel)

Possible Guidelines	Principals (n = 475)						Supervising Teachers (n = 343)						Interns (n = 328)						Beginning Teachers (Former Interns) (n = 173)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
1. Specification of minimum academic qualifications for supervising teachers	8	8	11	22	50	1	6	2	8	18	64	1	7	8	11	17	55	2	8	6	14	14	54	4
2. Specification of minimum competency criteria for supervising teachers	3	3	10	27	57	1	2	3	5	20	70	1	3	2	7	18	70	--	4	2	11	24	58	1
3. Specification that supervising teachers be given a reduced teaching load	16	18	22	22	22	--	10	14	24	22	29	1	16	14	22	28	14	6	15	14	24	28	16	4
4. School systems should be responsible for providing supervisory training for supervising teachers	5	5	16	35	38	2	5	5	17	27	45	2	4	6	20	35	33	3	1	9	17	34	38	1
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	17	18	25	21	19	1	18	15	22	21	23	1	9	14	26	23	23	5	9	15	23	25	26	3

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

CHAPTER 7

SURVEY OF FACULTY OF EDUCATION PROFESSORS

TABLE OF CONTENTS

	Page
Purpose	361
Sample and Procedure	361
Results	361
Future of the Internship	361
Permanent Certification	364
Salary	366
Salary Credit	366
Establishment of Policy and Guidelines	366
Administration of the Internship	366
Length of the Internship	369
Teaching Load	369
Internship Activities	369
Supervision of Interns	373
Feedback and Evaluation	373
Supervising Teachers	376
Selection	376
Training	376
Teaching load	380
Overall Value	380
Summary	383
Appendix A. Tables 7.1a, 7.2a, 7.9a, 7.10a 7.11a, 7.14a	385
Appendix B. Summary of Comments by Professors of Education	395

LIST OF TABLES

Table		Page
7.1	Percentages of Agreement and Disagreement with Various Policy Alternatives	362
7.2	Percentages of Agreement and Disagreement with Various Policy Alternatives for Permanent Certification	365
7.3	Preferences about Salary of Interns	367
7.4	Preferences about Salary Grid Credit for Internship Experience	367
7.5	Preferences about Degrees of Responsibility of Stakeholder Organizations in Developing Internship Policy and Guidelines	368
7.6	Preferences about Degrees of Responsibility of Stakeholder Organizations in Administering the Internship	368
7.7	Preferences about Length of the Internship	370
7.8	Preferences about the Teaching Load of Interns, Expressed as Percentages of the Full-Time Teaching Load at the Beginning, Middle, and End of Internship . .	371
7.9	Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate	372
7.10	Percentages of Agreement and Disagreement with Alternative Approaches to Supervision of Interns	374
7.11	Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback and Evaluation of Interns . .	374
7.12	Preferences about Extent of Involvement of Different Personnel in Formal Evaluation of Interns	375
7.13	Preferences about Final Authority for Formal Evaluation of Interns	377

Table		Page
7.14	Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Supervising Teachers	378
7.15	Preferences about the Extent of Involvement of Individuals or Organizations in Selection of Supervising Teachers	379
7.16	Perceptions about the Value of Internship as a Means of Facilitating the Transition from Student to Professional Teacher	381
7.17	Comparison of 1985-86 and 1986-87 Mean Scores on Overall Value of the Alberta Internship	382

SURVEY OF FACULTY OF EDUCATION PROFESSORS

Purpose

The purpose of this survey was to obtain the attitudes of education professors about the Alberta Initiation to Teaching Project. In addition, suggestions were sought that could guide in revising various aspects of the Project. This survey was seen, therefore, as an important input of education professors to the development of a professional internship in education.

Sample and Procedure

This report contains the results of the survey of professors in the Faculties of Education of three universities in Alberta. The questionnaire was the same as the one used with various stakeholders; it is described in detail in other reports. In addition to providing fixed response items, the questionnaire allowed for written comments by the respondents. Questionnaires were distributed in November, 1986, and, since no names were used, a follow up was not possible. Completed questionnaires were received from 64 faculty of education members from the University of Alberta, 37 from the University of Calgary and 18 from the University of Lethbridge, with a total of 119 returns. This represents a return of slightly less than 50 percent.

The data were analyzed both by university and for the total sample. In most cases the percentage frequencies of the responses are reported. For a few items, mean scores are also provided.

Results

Future of the Internship

The education faculty members were asked to rate each of seven policy alternatives on a scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). A rating of 3 was considered to mean "undecided," although this was not indicated as such on the scale. A "Can't Tell" response was also included; missing responses were treated as "Can't Tell." The percentage frequency distributions for the responses to the seven policy alternatives are provided in Table 7.1a.* However, for the purpose of analysis, the disagree and strongly disagree responses were combined, as were the agree and strongly agree responses. These results are shown in Table 7.1.

*Tables with the designation 'a' following the number are located in Appendix A.

Table 7.1

Percentages of Agreement and Disagreement with Policy Alternatives
(Questionnaires: Professors, Faculties of Education)

Alternative		University of Alberta (n = 64)		University of Calgary (n = 37)		University of Lethbridge (n = 18)		Total Faculty Members (n = 119)	
		Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Continue optional post-B.Ed. internship	E	39	39	32	51	39	44	37	44
	S	39	39	32	51	39	44	37	44
2. Introduce compulsory post-B.Ed. internship	E	31	53	35	35	61	28	37	44
	S	31	53	32	35	61	28	36	44
3. Introduce optional internship as part of the B.Ed. program	E	52	19	54	24	44	44	51	24
	S	53	19	54	22	39	44	51	24
4. Introduce compulsory internship as part of the B.Ed. program	E	42	28	14	51	50	33	35	36
	S	44	30	14	46	50	33	35	35
5. Assign beginning teachers to highly competent supervisors	E	20	56	22	62	11	83	19	62
	S	20	58	22	60	11	78	19	61
6. Reduce teaching loads of beginning teachers	E	27	53	22	51	11	61	23	54
	S	28	50	19	49	11	56	23	50
7. Discontinue current internship program	E	75	6	84	3	56	11	75	6
	S	75	6	84	3	56	11	75	6

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree
E = Elementary; S = Secondary

As the data in Table 7.1 show, the support among education professors for any one of the alternative approaches to the internship was, at most, moderate. The greatest support was for either an optional or a compulsory post-B.Ed. internship. About 44 percent agreed with this alternative, but 37 percent opposed it.

The professors were not in favor of introducing an internship as part of the B.Ed. program. Only 24 percent favored such an internship if it were optional and 35 percent favored it if it were compulsory. Indeed, 51 percent opposed the optional arrangement and 35 percent opposed a compulsory internship as part of the B.Ed. program.

Professors from the University of Calgary tended to favor both the present optional internship and the compulsory internship as part of the B.Ed. program. Education faculty members at the University of Alberta favored a compulsory internship following the B.Ed. degree. University of Lethbridge professors were more divided in their opinions on the future of the internship, with a slight preference for continuation of the current program.

However, only 6 percent of the professors (4 professors from the University of Alberta, 1 from the University of Calgary and 2 from the University of Lethbridge) supported the alternative of "discontinuing the current optional Teacher Internship Program and reverting to the 1984-85 situation." With 75 percent of the respondents opposed to discontinuation of the current internship program, it is clear that substantial support for an internship exists among faculty of education professors. It is also evident that various models are preferred, with either an optional or a compulsory post-B.Ed. internship receiving most support.

Fairly strong support was indicated for assigning beginning teachers to highly competent supervisors. About 62 percent of the professors agreed and only 19 percent disagreed.

Moderate support was revealed for reducing the teaching load of beginning teachers. From 50 (secondary) to 54 (elementary) percent of the professors agreed, while 23 percent disagreed.

Comments provided on the questionnaires contributed to a fuller understanding of professors' views of the "ideal" internship. Members of all education faculties seemed to respond positively though critically to questions about the internship. Nineteen professors who rated the ITP 6 or higher on a ten-point scale provided comments, compared with four who rated the ITP 5 or lower.

On the positive side, faculty members attributed many useful features to the ITP, such as gaining practice and confidence before assuming full responsibility, having the benefit of support from experienced teachers, receiving feedback, having opportunities to observe teachers, participating by choice, permitting school districts to evaluate prospective teachers over time, and developing new relationships between the universities and the school systems.

The critics pointed to a number of shortcomings. According to them, the ITP is poorly designed and implemented, has many inconsistencies, does not involve the universities or the ATA meaningfully, is merely a form of cheap labor, is a make work project, and is not justified on pedagogical grounds.

The major suggestions arising from the comments relate mostly to improving the model rather than terminating it, as the following comments show:

1. The Alberta internship should be clearly defined with sufficient guidelines to provide assurance of maximum benefit to interns. Attention to guidelines, regulations, standards and evaluation is important.
2. Monitoring should be sufficient to minimize disparate experiences among interns.
3. Success of the internship depends on the quality of supervising teachers. Careful selection and training of supervisory teachers are essential.
4. Internship should follow the B.Ed., and it should be different from the practicum.
5. Interns and beginning teachers should receive equal treatment.
6. As far as possible, the normal teacher benefit package should apply to interns. Remuneration should be sufficiently attractive to entice graduates to participate as interns. Some recognition toward permanent certification should be associated with the internship.

Permanent Certification

Professors were asked to indicate the extent of their agreement or disagreement with three alternatives for permanent certification. The percentage distributions are presented in Table 7.2a (Appendix A), and the percentages in agreement and disagreement with each alternative are presented in Table 7.2.

Table 7.2

Percentages of Agreement and Disagreement with Alternatives for
Permanent Certification
(Questionnaires: Professors, Faculties of Education)

Alternative for Permanent Certification	University of Alberta (n = 64)		University of Calgary (n = 37)		University of Lethbridge (n = 18)		Total Faculty Members (n = 119)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Following satisfactory completion of internship	66	13	73	11	83	16	71	11
2. Following internship and one year of satisfactory teaching	22	47	32	30	28	44	26	41
3. Following internship and two years of satisfactory teaching	23	55	24	68	44	50	27	58

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

The results show that granting a Permanent Teaching Certificate directly upon completion of the Internship was not favored; only 11 percent of the professors agreed with this route, while 71 percent disagreed. About 41 percent agreed with granting permanent certification following the internship and one year of successful teaching. However, the third alternative was most favored, with 58 percent of the professors agreeing that permanent certification should follow the internship and two years of satisfactory teaching.

Salary

As the data in Table 7.3 show, there was substantial support for an intern salary of three quarters of that of a beginning teacher; 59 percent of the professors agreed with this amount. However, 31 percent considered that the salary should be half that of a beginning teacher.

Salary Credit

Responses varied substantially on the amount of credit on the salary grid that should be awarded for internship experience. Half of the professors supported a partial credit, 28 percent full credit, while 22 percent favored granting no credit on the salary grid. The percentage distributions are shown in Table 7.4.

Establishment of Policy and Guidelines

Percentage frequency distributions of opinions as to the extent that various organizations should be responsible for establishing policy and guidelines for the internship program are provided in Table 7.5. Alberta Education was viewed as having major responsibility, but with substantial support from the Alberta Teachers' Association, the universities and the school systems. The Alberta School Trustees' Association was not seen as sharing the responsibility for policy development. However, the professors favored involvement of all five organizations in the establishment of internship policies.

Administration of the Internship

The data in Table 7.6 show that professors see the school systems as having the major responsibility for administration of the internship; 77 percent of the respondents favored this. About one-third favored Alberta Education and one-third saw the universities as having the major responsibility for administering the internship. Once again, all five organizations were seen as having some involvement.

Table 7.3

Preferences about Salary of Interns
(Questionnaires: Professors, Faculties of Education)

Percentage of Beginning Teacher's Salary that Interns Should Receive	University of Alberta (n = 64) %	University of Calgary (n = 37) %	University of Lethbridge (n = 18) %	Total Faculty Members (n = 119) %
25%	5	--	--	2
50%	30	31	33	31
75%	59	55	67	59
100%	6	14	--	8

Table 7.4

Preferences about Salary Grid Credit for
Internship Experience
(Questionnaires: Professors, Faculties of Education)

Amount of Salary Grid Credit Awarded for Internship Experience	University of Alberta (n = 64) %	University of Calgary (n = 37) %	University of Lethbridge (n = 18) %	Total Faculty Members (n = 119) %
None	19	32	11	22
Partial	51	41	67	50
Full	30	27	22	28

Table 7.5

Preferences about Degrees of Responsibility of Organizations in Developing
Internship Policy and Guidelines
(Questionnaires: Professors, Faculties of Education)

Organization	Major Responsibility				Some Involvement				Not Directly Involved				Did Not Answer			
	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T
	%				%				%				%			
1. Alberta Education	50	54	50	51	44	43	39	43	6	3	11	6	--	--	--	--
2. Alberta School Trustees' Association	16	5	6	11	53	65	72	60	31	27	22	28	--	3	--	1
3. Alberta Teachers' Association	44	38	44	42	50	59	56	54	5	3	--	3	1	--	--	1
4. Universities	31	51	56	41	63	46	44	55	6	3	--	4	--	--	--	--
5. School systems	44	32	50	41	56	54	39	53	--	11	11	5	--	3	--	1

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some," or "not directly."

A = University of Alberta (n = 64); C = University of Calgary (n = 37); L = University of Lethbridge (n = 18);
T = Total Number of Professors (N = 119)

Table 7.6

Preferences about Degrees of Responsibility of Organizations in Administering the Internship
(Questionnaires: Professors, Faculties of Education)

Organization	Major Responsibility				Some Involvement				Not Directly Involved				Did Not Answer			
	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T
	%				%				%				%			
1. Alberta Education	33	38	28	34	44	43	61	46	22	19	11	19	1	--	--	1
2. Alberta School Trustees' Association	3	3	6	3	53	49	55	52	42	46	39	43	2	2	--	2
3. Alberta Teachers' Association	28	19	22	24	50	68	67	58	20	13	11	17	2	--	--	1
4. Universities	24	35	61	33	56	54	28	51	20	11	11	16	--	--	--	--
5. School systems	77	70	94	77	23	24	6	21	--	6	--	2	--	--	--	--

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some," or "not directly."

A = University of Alberta (n = 64); C = University of Calgary (n = 37); L = University of Lethbridge (n = 18);
T = Total Number of Professors (N = 119)

Length of the Internship

As shown in Table 7.7, 86 percent of the respondents favored a full-year internship.

Teaching Load

Respondents were asked to indicate the percentage of a full-time teaching load that should be specified in Provincial Guidelines for the beginning, middle, and end of the internship period.

The responses, displayed in Table 7.8, showed that professors favored a gradual increase in the teaching load over the period of the internship. Just over one-third favored starting interns at 20 to 39 percent of a full-time teaching load. Just over one-third favored starting interns at 40 to 59 percent of a regular teaching load.

Fifty percent of the professors favored a load of 60 to 79 percent mid-way through the internship, while 29 percent favored a load of 40 to 59 percent.

Fifty-one percent of the professors favored a load of 80 percent and over for interns toward the end of the internship, with 29 percent suggesting a load of 60 to 79 percent of the full-time teaching load.

Internship Activities

The respondents were asked to express the extent of their agreement or disagreement with Provincial Guidelines requiring involvement of interns in each of 15 teaching-related activities. Detailed percentage distributions of the responses are given in Table 7.9a (Appendix A). Table 7.9 indicates the percentages of professors who agreed or disagreed with the inclusion of each activity.

At least 80 percent of the professors supported Provincial Guidelines that would require participation of interns in each of three activities:

1. Teaching the same class or classes for a period of several months;
2. In-school professional development activities; and
3. Interacting with other interns in formal workshops on internship.

Least support was obtained for the following three activities:

1. Assistance in the library or resource room;
2. ATA teacher induction activities; and
3. Organization of extra-curricular activities.

The remaining nine activities received moderate (55%) to high (72%) levels of support.

Table 7.7

Preferences about Length of Internship
(Questionnaires: Professors, Faculties of Education)

Length of Internship	University of Alberta (n = 64) %	University of Calgary (n = 37) %	University of Lethbridge (n = 18) %	Total Faculty Members (n = 119) %
Quarter year	2	--	--	1
Half year	5	5	17	7
Full year	89	87	78	86
More than one year	3	--	--	2
Other (specify)	1	5	5	3
No opinion	--	3	--	1

Table 7.8

Preferences about the Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers,
at Beginning, Middle, and End of Internship
(Questionnaires: Professors, Faculties of Education)

	Teaching less than 20%				Teaching 20-39%				Teaching 40-59%				Teaching 60-79%				Teaching 80% and over				Left Blank or No Guidelines Needed			
	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T
	%				%				%				%				%				%			
At the beginning of the internship	8	8	11	8	30	32	50	34	42	32	17	35	11	14	22	13	2	5	--	3	6	8	--	6
About mid-way through the internship	--	--	--	--	9	3	6	7	25	32	39	29	50	46	55	50	8	11	--	8	6	8	--	6
Approaching the end of the internship	--	--	--	--	--	--	6	1	8	11	6	8	31	30	22	29	50	46	67	51	9	13	--	9

A = University of Alberta (n = 64); C = University of Calgary (n = 37); L = University of Lethbridge (n = 18);
T = Total Students (n = 119)

Table 7.9

Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate
(Questionnaires: Professors, Faculties of Education)

Activities	University of Alberta (n = 64)		University of Calgary (n = 37)		University of Lethbridge (n = 18)		Total Faculty Members (n = 119)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Observation, analysis and discussion of teaching at different grade levels	8	67	11	73	6	89	8	72
2. Observation, analysis and discussion of teaching in different subject areas	9	61	5	65	11	83	8	66
3. Teaching at different grade levels	6	66	22	62	--	78	10	66
4. Teaching in different subject areas	13	64	24	57	17	56	17	61
5. Teaching the same class or classes for a period of several months	3	81	8	84	6	67	5	80
6. Organization of extra-curricular activities	20	42	16	54	11	50	18	47
7. Professional development activities at the system and/or Provincial level	9	64	11	73	11	83	10	70
8. In-school professional development activities	6	83	8	78	11	83	8	82
9. Interviews with parents about progress of students	6	70	8	68	17	78	8	71
10. Field trips	5	64	8	68	11	67	7	66
11. School committee meetings	13	59	11	73	11	78	12	66
12. Observation of the work of school administrators, counsellors, support staff	13	56	22	54	22	50	17	55
13. Assistance in the library or resource room	27	41	30	27	33	28	29	35
14. ATA teacher induction activities	23	45	24	38	28	56	24	46
15. Interacting with other interns in formal workshops focusing on the internship	2	81	5	78	11	78	4	80

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Supervision of Interns

The respondents were asked to record the extent of their agreement or disagreement with the inclusion of three supervision-related stipulations in Provincial Guidelines. Table 7.10a (Appendix A) displays the percentage distributions of the responses. As shown in Table 7.10, 69 percent agreed to include in Provincial Guidelines a provision that interns should be directly responsible to principals, while 13 percent disagreed.

The majority of professors (59%) agreed that Provincial Guidelines should require the intern to work with one supervising teacher for the duration of the internship (even though other teachers may also be involved). Only 14 percent disagreed with this view.

However, 45 percent of the professors considered that Provincial Guidelines should require an intern to work with at least two and not more than four supervising teachers during the internship; 36 percent disagreed with making this a Provincial Guideline.

Opinion favored Guidelines that would make interns directly responsible to principals in the same way as other teachers, and that would require each intern to work with one supervising teacher for the entire internship but have opportunities to work with other teachers as well.

Feedback and Evaluation

Table 7.11a (Appendix A) contains the detailed frequency distributions of responses to two questions on feedback and evaluation. Table 7.11 provides a summary of these data, indicating that 94 percent of the professors agreed that Provincial Guidelines should require feedback to be provided to interns in conjunction with discussions on how to improve performance. The respondents were not quite as united in supporting Provincial Guidelines that would specify standard criteria for evaluating interns throughout Alberta. Even so, 73 percent agreed about this alternative, compared with 11 percent who disagreed. The responses indicate that professors place a high priority on quality feedback to interns and on a standard set of criteria for evaluating interns.

Table 7.12 lists the mean scores on a five-point scale of responses to the question: "To what extent should each of the following be involved in the formal (written) evaluation of Interns?" The professors clearly favored involvement of the supervising teachers, with a mean score of 4.77 on the five-point scale. Their second choice was the principal (or other in-school administrators), with a mean score of 3.92.

Table 7.10

Percentages of Agreement and Disagreement with Alternative Approaches to Supervision of Interns
(Questionnaires: Professors, Faculties of Education)

Aspect of Supervision	University of Alberta (n = 64)		University of Calgary (n = 37)		University of Lethbridge (n = 18)		Total Faculty Members (n = 119)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
Directly accountable to the principal	14	63	8	81	17	67	13	69
One supervising teacher	17	56	11	60	11	67	14	59
Two to four supervising teachers	33	47	35	49	50	33	36	45

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 7.11

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Questionnaires: Professors, Faculties of Education)

Possible Guideline	University of Alberta (n = 64)		University of Calgary (n = 37)		University of Lethbridge (n = 18)		Total Faculty Members (n = 119)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	--	94	3	95	6	94	2	94
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	8	73	16	73	11	72	11	73

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 7.12

Preferences about Extent of Involvement of Different Personnel
in Formal Evaluation of Interns
(Questionnaires: Professors, Faculties of Education)

	University of Alberta (n = 64)	University of Calgary (n = 37)	University of Lethbridge (n = 18)	Total Faculty Members (n = 119)
Personnel	Mean	Mean	Mean	Mean
1. Principal or other in-school administrator	3.86	3.84	4.28	3.92
2. Supervising teachers	4.78	4.81	4.67	4.77
3. Central office supervisor(s)	2.43	2.32	2.22	2.36
4. Superintendent (or designate)	2.00	1.86	2.06	1.97

The scale used was 1 "Not at all" to 5 "To a large extent."

Support for the involvement of central office supervisor(s) or superintendents was minimal; this is reflected in mean scores of 2.36 and 1.97. Clearly, evaluation of interns is seen as a responsibility of supervising teachers and principals.

Table 7.13 contains the percentages of responses to a related question: "Who should have the final authority for the formal (written) evaluation of Teacher Interns?" Supervising teachers received the most support (49%), followed by the principal or other in-school administrator (34%).

Supervising Teachers

Tables 7.14 and 7.15 show the extent to which professors in the three universities agreed with propositions relating to the selection, training and teaching loads of supervising teachers; Table 7.14a (Appendix A) reports some of these responses in detail.

Selection. There was very strong support for the view that Provincial Guidelines should specify minimum academic qualifications for supervising teachers: 87 percent agreed and only 8 percent disagreed. Similarly, 89 percent agreed that Provincial Guidelines should specify minimum competency criteria for supervising teachers; only 7 percent disagreed. Support for stipulating minimum academic qualifications, such as a four-year B.Ed. degree, and minimum competency criteria, such as three or more years of successful teaching in Alberta, was very high. As shown in Table 7.15, the principal was viewed as the person who should have greatest involvement in selecting supervising teachers, with a mean score of 4.61 on a five-point scale. Teachers in the school were seen to have moderate involvement in selecting supervising teachers, with a mean score of 3.67. Some involvement was seen for the superintendent and for the universities, with mean scores of 2.76 and 2.60. Professors did not envisage involvement by the Alberta Teachers' Association, the Alberta Regional Offices of Education, and the Alberta School Trustees' Association in selecting supervising teachers; this is apparent from mean scores of 2.16, 1.82 and 1.39 respectively.

Training. Sixty-four percent of the respondents agreed that school systems should be responsible for providing supervisory training for supervising teachers; 19 percent disagreed with this view. Somewhat greater support (78%) was shown for the proposition that training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers. As Table 7.14 shows, only 9 percent disagreed on this issue. Support for supervisory training of supervising teachers was high.

Table 7.13

Preferences about Final Authority for Formal Evaluation
of Interns
(Questionnaires: Professors, Faculties of Education)

Evaluator	University of Alberta (n = 64) %	University of Calgary (n = 37) %	University of Lethbridge (n = 18) %	Total Faculty Members (n = 119) %
1. Principal or other in-school administrator	33	30	44	34
2. Supervising teachers	52	49	39	49
3. Central office supervisor(s)	--	5	6	3
4. Superintendent	6	3	--	4
5. Other, or a combination	9	13	11	10

Table 7.14

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about
Supervising Teachers
(Questionnaires: Professors, Faculties of Education)

Possible Guideline	University of Alberta (n = 64)		University of Calgary (n = 37)		University of Lethbridge (n = 18)		Total Faculty Members (n = 119)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Specification of minimum academic qualifications for supervising teachers	8	88	5	92	17	78	8	87
2. Specification of minimum competency criteria for supervising teachers	6	86	5	95	11	89	7	89
3. Specification that supervising teachers be given a reduced teaching load	11	64	27	57	22	61	18	61
4. School systems should be responsible for providing supervisory training for supervising teachers	27	58	8	68	11	78	19	64
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	11	75	8	84	6	78	9	78

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 7.15

Preferences about the Extent of Involvement of Individuals or Organizations in Selection of Supervising Teachers
(Questionnaires: Professors, Faculties of Education)

Individual or Organization	University of Alberta (n = 64)	University of Calgary (n = 37)	University of Lethbridge (n = 18)	Total Faculty Members (n = 119)
	Mean	Mean	Mean	Mean
1. Principal	4.60	4.51	4.88	4.61
2. Teachers in the school	3.79	3.27	4.12	3.67
3. Superinten- dent (or designate)	2.85	2.65	2.71	2.76
4. Alberta Regional Offices of Education	1.71	2.14	1.50	1.82
5. Alberta Teachers' Association	2.10	2.32	2.00	2.16
6. Universities	2.40	2.81	2.82	2.60
7. Alberta School Trustees' Association	1.43	1.38	1.24	1.39

The scale used was 1 "Not at all" to 5 "To a large extent."

Teaching load. As the data in Table 7.14 indicate, 61 percent of the professors agreed and 18 percent disagreed with the proposition that Provincial Guidelines should specify that supervising teachers be given reduced teaching loads.

Overall Value

Table 7.16 contains the frequency distributions and the mean scores for the final question in the survey: "On the ten-point scale given below, please rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher." Fairly strong support for the Alberta Internship is revealed by these data, with especially high mean scores in two faculties (7.96 and 8.03). Seventy-two percent of the respondents ranked the internship as 7 or higher on the ten-point scale; only 8 percent rated it 4 or lower.

A comparison of these responses with those from the previous year is given in Table 7.17.

Overall, the professors changed their views about the Alberta internship substantially over the year. They placed higher value on it in 1986-87 than they did in 1985-86, with the mean score increasing from 7.12 to 7.74. The most dramatic change took place at the University of Calgary, where professors' mean score increased from 6.76 to 8.03. At the University of Alberta, there was a modest improvement in an already positive view of the internship, with the mean score rising from 7.34 to 7.96. In contrast, at the University of Lethbridge, professors viewed the Alberta internship less favorably in the second year, with the mean score dropping from 6.92 to 6.27.

As indicated earlier, taken as a group, the professors viewed the internship with considerable favor, and, in general, their views became more positive during the period of the Project. Only a small percentage viewed it unfavorably.

Table 7.16

Perceptions about the Value of Internship as a Means of
Facilitating the Transition from Student
to Professional Teacher
(Questionnaires: Professors, Faculties of Education)

Value	University of Alberta (n = 64) %	University of Calgary (n = 37) %	University of Lethbridge (n = 18) %	Total Faculty Members (n = 119) %
10 (Highly Valuable)	17	27	6	19
9	16	11	--	12
8	28	32	17	28
7	11	11	28	13
6	2	6	11	4
5	5	--	6	3
4	2	--	6	2
3	2	8	6	4
2	--	--	--	--
1 (No Value)	2	--	6	2
Unable to judge, or missing	15	5	14	13
Mean	7.96	8.03	6.27	7.74

Table 7.17

Comparison of 1985-86 and 1986-87 Mean Scores on
Overall Value of the Alberta Internship
(Questionnaires: Professors, Faculties of Education)

Year	n	University of Alberta	University of Calgary	University of Lethbridge	Total
1985-86	106	7.34	6.76	6.92	7.12
1986-87	119	7.96	8.03	6.27	7.74

Summary

The observations presented below follow directly from the questionnaire responses and comments provided by professors of education at three Alberta universities.

1. Members of these Faculties of Education supported the continuation of the Alberta internship. However, faculty support for any particular model of internship was divided. The present optional model and the compulsory post-B.Ed. internship model were supported almost equally. Other models enjoyed considerably less support.

2. The internships for elementary and secondary teachers should be approximately equivalent in nature.

3. There was little support for the alternative of increasing the length of B.Ed. programs.

4. Most professors favored assignment of beginning teachers to highly competent supervising teachers.

5. Permanent certification should continue to be contingent upon two years of successful full-time teaching.

6. Salaries for interns should be about three quarters of the salaries of beginning teachers.

6. Partial credit should be awarded on the salary grid for a one-year internship.

8. Alberta Education should assume the major responsibility for developing internship policies and guidelines, with the Alberta Teachers' Association, the universities and the school systems sharing this burden.

9. School systems should carry the major responsibility for administering the internship.

10. The internship should occupy one full school year.

11. During the internship, the percentage of time spent on teaching by an intern should begin at about 40 percent, increase to at least 60 percent mid-way through the internship, and rise to at least 80 percent toward the end of the internship.

12. Provincial Guidelines should specify a comprehensive list of activities in which every intern should be engaged during the year. A suggested list is contained in Table 7.9.

13. Interns should be directly accountable to principals.

14. An intern should be directly responsible to only one supervising teacher, even though he/she should work with several teachers.

15. Provincial Guidelines should specify that interns must receive regular feedback and suggestions for improving their performance.

16. Provincial Guidelines should specify standard criteria for evaluating interns throughout Alberta.

17. Supervising teachers and principals should be responsible for providing formal written evaluations of interns' performance. Both of these parties should be involved in evaluating the interns.

18. Provincial Guidelines should specify minimum academic standards and minimum competency criteria for supervising teachers.

19. Provincial Guidelines should specify that supervising teachers be given reduced teaching loads.

20. School systems should be responsible for supervisory training of supervising teachers. All supervising teachers should be required to undergo training in the form of short courses or university classes in supervision and effective teaching. Provincial Guidelines to this effect need to be developed.

21. Principals should be placed in charge of selecting supervising teachers, with input from the teachers in the schools concerned.

22. Most professors viewed the Alberta internship favorably. Their support for the internship increased in the second year of the program.

APPENDIX A**TABLES 7.1a, 7.2a, 7.9a, 7.10a, 7.11a, 7.14a**

Table 7.1a
Extent of Agreement with Policy Alternatives
(Questionnaires: Professors, Faculty of Education)

Alternative	University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)																	
	SD			N			SD			N			SD			N			SD			D			N			A			SA			CT		
	x			x			x			x			x			x			x			x			x			x			x					
1. Continue optional post-B.Ed. internship	E	20	19	13	17	22	9	19	14	11	19	32	5	28	11	11	17	28	5	21	16	12	18	26	7	22	15	12	18	26	7					
	S	20	19	14	19	20	8	19	14	8	16	35	8	33	6	11	17	28	5	22	15	12	18	26	7											
2. Introduce compulsory post-B.Ed. internship	E	22	9	9	22	31	7	24	11	22	5	30	8	33	28	6	6	22	5	24	13	13	14	29	7	24	12	13	13	30	8					
	S	22	9	9	20	33	7	24	8	22	5	30	11	33	28	6	6	22	5	24	12	13	13	30	8											
3. Introduce optional internship as part of the B.Ed. program	E	30	22	14	6	13	15	38	16	8	16	8	14	28	17	6	22	22	5	32	19	11	12	13	13	31	20	11	11	13	14					
	S	30	23	14	6	13	14	38	16	8	14	8	16	22	17	6	22	22	11	31	20	11	11	13	14											
4. Introduce compulsory internship as part of the B.Ed. program	E	31	11	19	16	13	10	11	3	14	19	32	21	39	11	11	22	11	6	26	8	16	18	19	13	27	8	15	16	19	15					
	S	33	11	17	16	14	9	11	3	16	14	32	24	39	11	6	22	11	11	27	8	15	16	19	15											
5. Assign beginning teachers to highly competent supervisors	E	14	6	17	23	33	7	14	8	14	27	35	2	6	6	--	11	72	5	13	7	13	23	40	4	13	7	13	22	40	5					
	S	14	6	17	22	36	5	14	8	14	27	32	5	6	6	--	11	67	10	13	7	13	22	40	5											
6. Reduce teaching load of beginning teachers	E	14	13	14	23	30	6	3	19	22	27	24	5	6	6	22	17	44	5	9	13	18	24	30	6	9	13	19	21	30	8					
	S	14	14	16	20	30	6	3	16	24	24	24	9	6	6	22	17	39	10	9	13	19	21	30	8											
7. Discontinue current internship program	E	53	22	9	5	2	9	70	14	--	--	3	13	39	17	11	--	11	22	56	19	7	3	3	12	56	19	6	3	3	13					
	S	52	23	9	5	2	9	70	14	--	--	3	13	39	17	6	--	11	27	56	19	6	3	3	13	56	19	6	3	3	13					

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.
E = Elementary; S = Secondary.

Table 7.2a
Extent of Agreement with Alternatives for Permanent Certification
(Questionnaires: Professors, Faculty of Education)

	University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)						
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	
Alternative																									
																								</	

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 7.9a

Extent of Agreement about Activities in Which Interns Should Participate
(Questionnaires: Professors, Faculties of Education)

Alternative	University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
1. Observation, analysis and discussion of teaching at different grade levels	5	3	19	22	45	6	8	3	14	19	54	2	6	--	--	11	78	5	6	3	14	19	53	5
2. Observation, analysis and discussion of teaching in different subject areas	5	5	23	23	38	6	6	--	27	24	41	2	6	6	--	17	67	--	5	3	21	23	43	5
3. Teaching at different grade levels	3	3	19	23	42	10	14	8	16	16	46	--	--	--	22	33	45	--	6	4	19	23	44	4
4. Teaching in different subject areas	5	8	16	28	36	7	11	14	19	13	43	--	6	11	22	17	39	5	7	10	18	22	39	4
5. Teaching the same class or classes for a period of several months	5	16	31	22	20	6	3	5	8	16	68	--	--	6	28	11	55	--	1	4	11	16	64	4
6. Organization of extra-curricular activities	5	16	31	22	20	6	3	13	30	19	35	--	11	--	33	28	22	6	5	13	31	22	25	4
7. Professional development activities at the system and/or Provincial level	3	6	19	30	34	8	8	3	14	24	49	2	11	--	6	22	61	--	6	4	15	27	43	5

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 7.9a (Continued)

Alternative	University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
8. In-school professional development activities	2	5	5	34	48	6	3	5	13	22	57	--	11	--	6	22	61	--	3	4	8	29	53	3
9. Interviews with parents about progress of students	2	5	14	38	33	8	3	6	24	32	35	--	11	6	5	28	50	--	3	5	16	35	36	5
10. Field trips	3	2	23	33	31	8	5	3	22	32	35	3	6	6	17	33	33	5	4	3	22	33	33	5
11. School committee meetings	--	12	19	30	30	9	3	8	16	30	43	--	6	5	11	28	50	--	2	10	17	29	37	5
12. Observations of the work of school administrators, counsellors, support staff	5	8	25	33	23	6	11	11	22	22	32	2	17	6	22	17	33	5	8	8	24	27	28	5
13. Assistance in the library or resource room	5	22	25	22	19	7	8	22	41	11	16	2	17	17	39	16	11	--	8	21	32	18	17	4
14. ATA teacher induction activities	9	14	22	30	16	9	8	16	38	14	24	--	17	11	11	22	33	6	10	14	25	24	21	6
15. Interacting with other interns in formal workshops focusing on the internship	--	2	11	20	52	5	--	5	16	30	49	--	11	--	11	22	56	--	2	3	13	29	51	2

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 7.10a
 Extent of Agreement with Approaches to Supervision of Interns
 (Questionnaires: Professors, Faculty of Education)

	University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
Alternative																								
Directly accountable to the principal	6	8	14	20	42	10	3	5	11	16	65	--	11	6	11	17	50	5	6	7	13	19	50	5
One supervising teacher	11	6	22	25	31	5	3	8	30	24	35	--	6	6	17	22	44	5	8	7	24	24	35	2
Two to four supervising teachers	17	16	14	25	22	6	13	22	16	27	22	--	28	22	11	11	22	6	18	19	14	24	22	2

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 7.11a
Extent of Agreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Questionnaires: Professors, Faculty of Education)

Possible Guideline	University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
1.1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	--	--	3	25	69	3	--	3	3	27	67	--	6	--	--	--	94	--	1	1	3	22	72	1
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	3	5	14	34	39	5	5	11	11	24	49	--	6	6	16	11	61	--	4	7	13	28	45	3

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 7.14a

Extent of Agreement with Possible Provincial Guidelines about Supervising Teachers
(Questionnaires: Professors, Faculty of Education)

Possible Guideline	University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
1. Specification of minimum academic qualifications for supervising teachers	2	6	3	20	67	2	3	3	3	11	81	--	11	6	5	0	78	0	3	5	3	14	73	2
2. Specification of minimum competency criteria for supervising teachers	2	5	5	22	64	2	3	3	--	16	78	--	6	6	--	6	83	--	3	4	3	18	71	1
3. Specification that supervising teachers be given a reduced teaching load	8	3	20	34	30	5	14	14	14	30	27	1	5	17	17	22	39	--	9	8	18	31	30	4
4. School systems should be responsible for providing supervisory training for supervising teachers	11	16	11	23	34	5	3	5	22	24	43	3	11	--	6	11	67	5	8	10	13	22	42	5
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	5	6	11	38	38	2	--	8	8	22	62	--	6	--	11	22	56	5	3	6	10	30	48	3

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

APPENDIX B

SUMMARY OF COMMENTS BY PROFESSORS OF EDUCATION

SUMMARY OF COMMENTS BY PROFESSORS IN THE
FACULTIES OF EDUCATION

Members of all four Faculties of Education at three Alberta universities seemed to respond positively though critically to questions about the internship. Nineteen professors who rated the ITP 6 or higher on a ten-point scale provided comments, compared with four who scored the ITP 5 or lower.

On the positive side, faculty members attributed many useful features to the ITP, such as gaining practice and confidence before assuming full responsibility, having the benefit of the support of experienced teachers, receiving feedback, having opportunities to observe teachers, participating by choice, permitting school districts to evaluate prospective teachers over time, and developing new relationships between the universities and the school systems.

The critics pointed to the shortcomings. According to them, the ITP is poorly designed and implemented, has many inconsistencies, does not involve the universities or the ATA meaningfully, is merely a form of cheap labor, is a "make work project," and is not justified on pedagogical grounds.

The major suggestions arising from the comments relate mostly to improving the model rather than terminating it.

1. The Alberta internship should be clearly defined with sufficient guidelines to provide assurance of maximum benefit to interns. Attention to guidelines, regulations, standards and evaluation is important.
2. Monitoring should be sufficient to minimize disparate experiences among interns.
3. A one-year compulsory internship is essential. This would eliminate a number of problems associated with a voluntary system.
4. Success of the internship depends on the quality of supervising teachers. Careful selection and training of supervisory teachers are essential.
5. Internship should follow the B.Ed., and it should be different from the practicum.

6. Interns should be treated as certificated teachers, in the same way as are beginning teachers.
7. As far as possible, the normal teacher benefit package should apply to interns. Remuneration should be sufficiently attractive to entice graduates to participate as interns. Some progress toward permanent certification should be associated with the internship.

COMMENTS BY PROFESSORS OF EDUCATION AT THE
UNIVERSITY OF ALBERTA

Comments from 7 professors who evaluated ITP positively
(a score of 6-10 on a ten-point scale) on the questionnaire.

Comments from 2 professors who evaluated ITP negatively
(a score of 1-5 on a ten-point scale) on the questionnaire.

Comments from 4 professors who stated that they were unable
to judge the value of ITP on the questionnaire.

University of Alberta (13 professors provided comments:
7 positive, 2 negative and 4 were
unable to judge)

Rating
Assigned

- | | |
|----|---|
| 10 | Current program has many merits:
- both intern and district participate by choice
- school districts can evaluate prospective interns over time
- interns have an established support structure. |
| 9 | Internship would allow us to dramatically reduce student teaching. Certification requirements should be additional to B.Ed. |
| 10 | Is the Alberta internship defined?
My view of an internship is that it is highly valuable. |
| 10 | A one-year compulsory internship is essential. Maintain the current practicum. |
| 8 | Beginning teachers should be able to practice and gain confidence before assuming full responsibility. They should also have the benefit of experienced teachers. |
| 8 | Quality of internships has been disparate--some interns have been exploited. |
| 7 | Success depends on the quality of the supervising teacher. |
-
- | | |
|---|---|
| 1 | Present internship is merely a form of cheap labor.
If an internship is introduced, it should be for all, not only for those who can't find a teaching position. |
| 3 | Internship is not justified on pedagogical grounds.
It is a make work project. Did the child in the classroom benefit? Who will pick up the cost in the future? |

Comments by professors who reported they were
"Unable to judge":

- 0 Internship should be mandatory.
- 0 Internship should be conceptually different from the practicum, otherwise it will be destroyed. Interns must not be treated as teacher aides.
- 0 Normal teacher benefit package should apply to the internship. Replace permanent certification with periodic certification.
- 0 The value lies in the implementation. What are the results? Better teachers? Has the ATA been undermined by school boards?

COMMENTS BY PROFESSORS OF EDUCATION AT THE
UNIVERSITY OF CALGARY

Comments from 8 professors who evaluated ITP positively
(a score of 6-10 on a ten-point scale) on the questionnaire.

Comments from one professor who evaluated ITP negatively
(a score of 3 on a ten-point scale) on the questionnaire.

University of Calgary (9 professors provided comments:
8 positive and 1 negative)

Rating

Assigned:

- 9 Supervising teachers must be trained and evaluated.
We need highly competent supervising teachers. Interns should have a variety of experiences.
 - 10 Internship has the potential of shaping highly competent beginning teachers.
Interns should be placed with highly competent teachers and not used as "pawns."
 - 10 A whole year is better than student teaching. Quality depends on the school, supervisor and program.
 - 10 Internship should be a learning experience. Remuneration should be attractive enough. Major responsibility for implementation, monitoring and overall success should lie at local level. All other agencies should have a supportive role. We cannot afford to wait for better economic times.
 - 7 Most of the questions on selection of interns and supervisors do not seem to consider the possibility of the internship becoming part of a university program.
 - 8 There may be differences between elementary and secondary.
 - 6 Keep the process out of the area of trustee politics.
 - 6 Too early to tell--pre-service intern seminar needed.
Principals and supervisors need training and support.
-
- 3 The present internship has many inconsistencies, particularly in the standards of supervising teachers. We need selected master teachers who are rewarded accordingly. The university should be involved with the evaluation of interns. The involvement of the ATA is a mockery.

COMMENTS BY PROFESSORS OF EDUCATION AT THE
UNIVERSITY OF LETHBRIDGE

Comments from 4 professors who evaluated ITP positively
(a score of 6-10 on a ten-point scale) on the questionnaire.

Comments from one professor who evaluated ITP negatively
(a score of 3 on a ten-point scale) on the questionnaire.

Comments from 2 professors who stated that they were unable
to judge the value of ITP on the questionnaire.

University of Lethbridge (7 professors provided comments:
4 positive, 1 negative and 2
were unable to judge)

Rating
Assigned:

- | | |
|----|--|
| 10 | The internship has great potential for the relationship between the school systems and the universities. Education does not have to follow other professions on the internship, but can develop its own model. |
| 8 | Job specifications should be clearly specified. Varied teaching experiences are necessary, but these should not be those of a teacher aide. Will the internship be a route to full employment? |
| 7 | Ideally highly valuable, but the Alberta ITP is rated only a 7 (on the ten-point scale). |
| 7 | If a higher salary were received the interns might view the internship differently, more positively. |
-
- | | |
|---|--|
| 3 | The Alberta internship model is poorly designed and poorly implemented. The internship approach is far more promising than the Alberta model suggests. |
|---|--|

Comments by respondents who indicated that they were
"Unable to judge":

- | | |
|---|---|
| 0 | Potentially valuable. There is a wide range of use and abuse at present. Clear guidelines, standards and regulations are needed. Also evaluation criteria and trained supervisors are essential. |
| 0 | Compulsory internship is wonderful. However, the selection of the teacher supervisor is critical. Training of supervising teachers and provision of strict guidelines for the internship are essential. |

CHAPTER 8

SURVEY OF FACULTY OF EDUCATION SENIOR STUDENTS

TABLE OF CONTENTS

	Page
Purpose	417
Sample	417
Differences Between Subgroups	420
Results	422
Future of the Internship	422
Role of Supervising Teachers	424
Workloads for Beginning Teachers	424
Certification	424
Salary	426
Salary Credit	426
Length of the Internship	426
Teaching Load	426
Internship Activities	429
Supervision of Interns	432
Feedback and Evaluation	434
Overall Value of the Internship	436
Summary	441
Appendix A. Tables 8.5a, 8.6a, 8.11a, 8.12a, 8.13a .	443
Appendix B. Comments by Senior Students in Education Faculties	451

LIST OF TABLES

Table		Page
8.1	Years of University Education	418
8.2	Levels at Which Students Expect to Teach	418
8.3	Percentages of Students by Sex, Program Route and Expected Date of Completion of Program	419
8.4	Percentages of Students in Each Age Group	421
8.5	Percentages of Agreement and Disagreement with Policy Alternatives	423
8.6	Percentages of Agreement and Disagreement with Alternatives for Permanent Certification	425
8.7	Preferences about Salary of Interns	427
8.8	Preferences about Salary Grid Credit for Internship Experience	427
8.9	Preferences about Length of Internship . .	428
8.10	Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers at Beginning, Middle and End of Internship	430
8.11	Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate	431
8.12	Percentages of Agreement and Disagreement with Approaches to Supervision of Interns	433
8.13	Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns . .	435
8.14	Preferences for Extent of Involvement of Different Personnel in Formal Evaluation of Interns	437
8.15	Preferences for Final Authority for Formal Evaluation of Interns	438

Table		Page
8.16	Perceptions of the Value of the Internship as a Means of Facilitating the Transition from Student to Professional Teacher	439
8.17	A Comparison of Mean Scores on the Overall Value of the Alberta Internship: 1985 and 1986 Senior Students	440
8.18	Number of Comments Provided by Senior Education Students	455

SURVEY OF FACULTY OF EDUCATION SENIOR STUDENTS

Purpose

The purpose of this survey was to obtain an overview of attitudes held by senior education students about the Alberta Initiation to Teaching (Internship) Project. The student questionnaire was the same as that used for professors of education, stakeholders, principals, supervising teachers, and interns, except that items dealing with administration of the program and selection and training of supervisors were deleted.

Sample

Questionnaires were distributed in the four education faculties of the three Alberta universities during November, 1986. In total, 722 completed questionnaires were returned; 311 were from the University of Alberta (including Facult Saint-Jean), 304 from the University of Calgary and 107 from the University of Lethbridge.

The data in Table 8.1 indicate that 1 percent of the students had one or two years of university education, 12 percent were in the third year, 49 percent were in the fourth year, 23 percent in the fifth year, and 15 percent in at least the sixth year of university education. The sample from the University of Calgary reflected a somewhat higher percentage of students in their third year than did the samples from the other two universities. On the whole, 99 percent of the respondents were in their third year or beyond.

Table 8.2 reveals that about half of the students in the sample expected to teach at the ECS/Elementary level. However, differences among the universities were substantial. Only 35 percent of the University of Alberta students, compared with 62 percent of those from the University of Calgary and 59 percent from the University of Lethbridge, expected to teach at the ECS/Elementary level.

The data in Table 8.3 indicate that almost one-third of these respondents were male and that the differences among the universities in the proportion of males to females were slight.

As Table 8.3 reveals, three quarters of the students in the sample were in the B.Ed. route. The highest proportion of such students was found in the University of Lethbridge (86%), followed by the University of Alberta (79%), and then by the University of Calgary (67%).

Table 8.1

Years of University Education
(Questionnaire: Senior Students, Faculties of Education)

Years of University Education	University of Alberta (n = 311) %	University of Calgary (n = 304) %	University of Lethbridge (n = 107) %	Total Students (n = 722) %
One or two	1	1	1	1
Three	6	19	9	12
Four	57	41	51	49
Five	23	22	28	23
Six or more	13	17	11	15

Table 8.2

Levels at Which Students Expect to Teach
(Questionnaires: Senior Students, Faculties of Education)

Level	University of Alberta (n = 311) %	University of Calgary (n = 304) %	University of Lethbridge (n = 107) %	Total Students (n = 722) %
ECS/Elementary	35	62	59	50
Secondary	63	36	39	48
Post-Secondary/ Other	2	2	2	2

Table 8.3

Percentages of Students by Sex, Program Route and Expected Date of
Completion of Program
(Questionnaire: Senior Students, Faculties of Education)

Item	University of Alberta (n = 311)	University of Calgary (n = 304)	University of Lethbridge (n = 107)	Total Students (n = 722)
Sex				
Male	37	29	30	32
Female	63	71	70	67
Route				
B.Ed.	79	67	86	75
B.Ed. After Degree	21	33	14	25
Completion of program by September, 1987	84	63	73	73

Almost three-quarters of the students expect to complete their programs by September, 1987; the lowest percentage is from the University of Calgary (63%).

Age distributions for students in the sample are shown in Table 8.4. A little more than 60 percent of the respondents were 24 years of age or younger. Variations across the three universities were substantial, with 72 percent of University of Alberta students being in the 24 or younger age group, compared with only 52 percent from the University of Calgary and 54 percent from the University of Lethbridge.

Differences Between Subgroups

Twenty variables were selected from the questionnaire to test for differences between subgroups of students. Analysis of Variance and t-tests were employed for this analysis.

The findings were found to differ somewhat according to respondent level, sex, age and program route. More specifically, students who planned to teach at the secondary level placed a higher value on the Alberta internship than did those who planned to teach at the elementary level. The mean scores on perceptions of the overall value of internship were 6.73 for males and 6.32 for females. This difference in scores between the sexes was not statistically significant. Students 30 years and over were more inclined to support discontinuing the internship than were the other students. And, finally, the differences between students in the B.Ed. route and those in the B.Ed. After Degree route were negligible.

After reviewing all the tests for differences, it became apparent that the differences between subgroups of students were insufficient to warrant further analysis on this basis. Hence the analysis for students was carried out for the entire sample of 722 students--although with individual reference to the samples from the three universities--to provide an overall view of the attitudes of senior students about internship in Alberta.

Table 8.4

Percentages of Students in Each Age Group
(Questionnaire: Senior Students, Faculties of Education)

Age	University of Alberta (n = 311)	University of Calgary (n = 304)	University of Lethbridge (n = 107)	Total Students (n = 722)
22 or younger	44	33	46	39
23 - 24	28	19	19	23
25 - 29	16	22	20	19
30 - 39	10	22	11	15
40 or older	2	4	4	3

Results

Future of the Internship Program

The students were asked to rate each of seven policy alternatives on a scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). (A "Can't Tell" category was also included.) The percentage frequency distributions for the students who answered these questions are provided in Table 8.5a¹ for each of the three universities and for the total student sample. Table 8.5 reports the percentages of students who disagreed and agreed with each policy option. For the purpose of presenting important findings, neutral and "Can't Tell" categories have been deleted and the Disagree and Strongly Disagree categories have been combined, as have the Agree and Strongly Agree categories.

The greatest level of support (49%) was for the alternative of continuing the present optional, post-degree internship. Introduction of an optional internship as part of the B.Ed. program was the second most widely preferred alternative. Nevertheless, this second option received as much opposition as support. Only a small proportion of students (14% to 18%) favored the alternatives of compulsory internship: approximately 60 percent of the students opposed the introduction of a compulsory internship to follow the B.Ed. program, and about 55 percent opposed the introduction of a compulsory internship as part of the B.Ed. program. Students at the University of Lethbridge were consistently less favorably disposed to all forms of internship than were their counterparts at the other two universities. In particular, more than 90 percent of the Lethbridge students disagreed with the alternative of introducing a compulsory post-B.Ed. internship.

There was little support for any internship arrangement other than the program currently in operation. Moreover, only 18 percent of the students agreed with the alternative of discontinuing the current internship program. University of Lethbridge students, however, were evenly divided on this issue: over 36 percent agreed and an equal percentage disagreed with the proposal of discontinuing the present internship program.

The policy option of assigning beginning teachers to highly competent supervisors received only moderate support (44% agreed and 22% disagreed). Even though students tended to recognize the importance of a supervisory relationship, they also sensed potential sources of frustration arising from an overly restrictive policy. The following comments reflect the concerns of many students.

¹Tables with the designation 'a' as well as the number are located in Appendix A.

Table 8.5
Percentages of Agreement and Disagreement with Policy Alternatives
(Questionnaires: Senior Students, Faculties of Education)

Alternative		University of Alberta (n = 311)		University of Calgary (n = 304)		University of Lethbridge (n = 107)		Total Students (n = 722)	
		Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Continue optional post-B.Ed. internship	E	16	48	17	54	44	34	21	49
	S	18	52	13	50	41	35	19	49
2. Introduce compulsory post-B.Ed. internship	E	53	15	60	16	91	6	61	14
	S	57	16	50	16	82	6	58	14
3. Introduce optional internship as part of the B.Ed. program	E	30	32	34	36	44	25	33	32
	S	33	34	29	33	38	24	32	32
4. Introduce compulsory internship as part of the B.Ed. program	E	51	19	58	16	69	14	56	17
	S	53	22	49	15	67	14	54	18
5. Assign beginning teachers to highly competent supervisors	E	22	42	20	51	34	38	23	45
	S	23	43	17	45	32	38	22	44
6. Reduce teaching load of beginning teachers	E	29	32	40	29	36	39	34	32
	S	31	36	37	24	33	38	34	31
7. Discontinue current internship program	E	42	12	47	17	37	37	44	18
	S	46	15	43	15	36	36	43	18

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree
E = Elementary; S = Secondary

- "Who is a highly competent teacher supervisor?"
 "Some teacher supervisors feel superior and arrogant."
 "The internship I observed had too many administrators and way too much evaluation."
 "Never really in charge without constant observation."²

Role of Supervising Teachers

A number of students regarded the supervising teacher's role in internship as a central one. Some students considered that this person needs to be particularly competent; others valued compatibility. Many students thought that some flexibility in selecting supervising teachers is essential. In this regard feedback on performance was deemed to be important, although there was also frequent mention of the problem of excessive supervision. Students felt that it is important for interns to be in charge of classrooms, as are regular teachers.

Workloads for Beginning Teachers

Slightly more students (34%) opposed the notion of reduced teaching loads for beginning teachers than those who favored it (31%). Again students' comments help to explain this contradictory stand of students. One student remarked: "The practice of 'dumping' a beginning teacher into full work load is absurd." In contrast, another wrote: "My training is more than sufficient to accept a full teaching position." Another respondent concurred with this view: "I am ready to teach."

Certification

The responses of students to three possible alternatives for permanent certification are provided in Table 8.6a. Table 8.6 contains the percentages of students who agreed and disagreed with each alternative. Granting a Permanent Professional Certificate following the satisfactory completion of the internship was favored by 42 percent of the students; 34 percent opposed it. The most preferred alternative was to grant permanent certification following the internship and one year of satisfactory teaching. This was favored by 65 percent of the students. Only 13 percent favored the alternative of granting permanent certification following the internship and two years of satisfactory teaching.

²Detailed comments provided by students in response to this survey are reported in Appendix B.

Table 8.6
 Percentages of Agreement and Disagreement with Alternatives for
 Permanent Certification
 (Questionnaires: Senior Students, Faculties of Education)

Alternative for Permanent Certification	University of Alberta (n = 311)		University of Calgary (n = 304)		University of Lethbridge (n = 107)		Total Students (n = 722)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Following satisfactory completion of intern- ship	40	35	29	46	32	53	34	42
2. Following internship and one year of satisfactory teaching	14	73	19	60	21	57	17	65
3. Following internship and two years of satisfactory teaching	68	13	58	12	72	14	64	13

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree
 E = Elementary; S = Secondary

The problem of certification was viewed by students as a major internship-related concern. It is noteworthy that, for about two-thirds of the students, that concern would be dissipated by awarding permanent certification after internship and one year of successful teaching.

Salary

The low salary of interns was the most frequently cited major problem of the internship program. Even though the students agreed that a salary differential between beginning teachers and interns is justified, they felt that the present remuneration is too low. The summary data in Table 8.7 indicate that the most favored salary for interns is about three-quarters of that of beginning teachers.

Older students, single parents, students with families, and students who had to repay student loans felt a greater need for the full salary of first-year teachers. In addition, students saw the need for increased pay for interns where appointments take them to remote areas and away from home for the year. Some concern was also raised about interns' present ineligibility for the teacher benefit package.

Salary Credit

Table 8.8 shows that students were almost equally divided on whether partial or full credit on the salary grid should be given for the internship experience. However, practically all indicated that at least partial credit should be awarded.

Length of the Internship

As Table 8.9 shows, about three-quarters of the students favored a full-year internship; 18 percent preferred a half-year internship. Students did not identify the length of the internship as a matter of special concern, but neither did they favor extending the B.Ed. for a further year. Indeed, they recommended that, if the internship were to be incorporated within the B.Ed. program, then existing course work and practicum requirements should be reduced accordingly. Even so, most seemed to prefer the present arrangement of a full-year, post-B.Ed. optional internship.

Teaching Load

Many students expressed concerns about the teaching load of interns. They cited problems relating to the great range of activities in which interns are engaged, their inconsistent treatment in schools, use of interns as

Table 8.7

Preferences about Salary of Interns
(Questionnaires: Senior Students, Faculties of Education)

Percentage of Beginning Teacher's Salary that Interns Should Receive	University of Alberta (n = 311) %	University of Calgary (n = 304) %	University of Lethbridge (n = 107) %	Total Students (n = 722) %
25%	1	2	0	1
50%	9	11	3	9
75%	78	74	81	77
100%	12	13	16	13

Table 8.8

Preferences about Salary Grid Credit for
Internship Experience
(Questionnaires: Senior Students, Faculties of Education)

Amount of Salary Grid Credit Awarded for Internship Experience	University of Alberta (n = 311) %	University of Calgary (n = 304) %	University of Lethbridge (n = 107) %	Total Students (n = 722) %
None	4	2	2	2
Partial	49	45	42	46
Full	47	53	56	51

Table 8.9

Preferences about Length of Internship
(Questionnaires: Senior Students, Faculties of Education)

Length of Internship	University of Alberta (n = 311) %	University of Calgary (n = 304) %	University of Lethbridge (n = 107) %	Total Students (n = 722) %
Quarter year	1	6	6	4
Half year	13	19	27	18
Full year	81	70	62	74
More than one year	2	2	0	1
Other (specify)	2	2	4	2
No opinion	1	1	1	1

"cheap labor," and their lack of full responsibility for classes. The students felt that guidelines are urgently needed.

Students were asked to identify the percentage of the teaching load of a full-time teacher that would be appropriate for an intern. Table 8.10 presents a summary of their responses. Most thought that Provincial Guidelines are needed. They also supported the notion of substantially increasing teaching responsibilities over the course of the school year.

With regard to the beginning of the year of internship, the most frequently favored teaching time was from 40 to 59 percent of a full-time teacher's load; 38 percent commended this alternative. About mid-way through the internship, 60 to 79 percent of a full teaching load for the intern was said to be appropriate. And almost 70 percent of the students favored a load of 80 percent or higher for interns who are approaching the end of their internship experience.

Students in this part of the study generally opted for a higher percentage of teaching time for interns than did other respondents. In summary, they preferred intern teaching loads of about 40-59 percent at the outset, increasing to 60-79 percent mid-way in the year, and over 80 percent toward the end of the internship. This concern for full involvement in teaching was also conveyed in many comments such as:

"Are fully qualified, but never really in charge."

"Observations early, then more class time."

"Very negative because many feel like glorified classroom assistants."

"Too often interns are used to pick up extra work for teachers, thus reducing their load."

Internship Activities

The students were asked to indicate the extent of their agreement or disagreement with the introduction of Provincial Guidelines specifying that interns should participate in each of 15 listed activities. Table 8.11a provides the percentage distributions of their responses. Table 8.11 shows the percentages of students who agreed or disagreed with each item.

There was substantial agreement about the need for guidelines for all of these activities; support ranged from 46 percent on item 13 to 86 percent on item 10. Frequency of disagreement varied from 21 percent (item 13) to 3 percent (items 8 and 10).

Table 8.10

Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers at Beginning, Middle and End of Internship
(Questionnaires: Senior Students, Faculties of Education)

	Teaching less than 20%				Teaching 20-39%				Teaching 40-59%				Teaching 60-79%				Teaching 80% and over				Left Blank or No Guidelines Needed			
	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T
	%				%				%				%				%				%			
At the beginning of the internship	5	3	4	4	27	19	21	23	35	41	40	38	19	25	23	22	7	8	11	8	7	4	1	5
About mid-way through the internship	1	0	0	0	3	2	1	3	25	21	19	22	42	46	49	45	23	25	30	25	6	6	1	5
Approaching the end of the internship	0	0	0	0	1	1	1	1	5	5	3	4	21	18	18	19	65	69	75	69	8	7	3	7

A = University of Alberta (n = 311)

C = University of Calgary (n = 304)

L = University of Lethbridge (n = 107)

T = Total Students (n = 722)

Table 8.11

Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate
(Questionnaires: Senior Students, Faculties of Education)

Activities	University of Alberta (n = 311)		University of Calgary (n = 304)		University of Lethbridge (n = 107)		Total Students (n = 722)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Observation, analysis and discussion of teaching at different grade levels	14	62	13	69	12	63	13	65
2. Observation, analysis and discussion of teaching in different subject areas	13	63	12	69	9	70	12	67
3. Teaching at different grade levels	12	64	10	72	8	63	11	67
4. Teaching in different subject areas	14	61	8	72	7	70	10	67
5. Teaching the same class or classes for a period of several months	6	77	9	73	5	84	7	77
6. Organization of extra-curricular activities	9	60	14	63	11	59	11	61
7. Professional development activities at the system and/or provincial level	4	71	6	74	8	76	5	73
8. In-school professional development activities	3	79	3	83	1	79	3	81
9. Interviews with parents about progress of students	2	85	6	80	3	83	4	83
10. Field trips	3	85	3	87	2	89	3	86
11. School committee meetings	4	75	5	79	3	81	4	77
12. Observation of the work of school administrators, counsellors, support staff	9	61	10	67	8	68	9	65
13. Assistance in the library or resource room	22	42	19	51	22	43	21	46
14. ATA teacher induction activities	12	56	11	57	8	51	11	56
15. Interacting with other interns in formal workshops focusing on the internship	6	74	11	72	10	72	9	73

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

These findings were supported by a substantial collection of comments by students. Many respondents stated that clear guidelines are needed to ensure that interns are involved in meaningful teaching activities rather than being used merely for trifling tasks. Indeed, comments to this effect were made about most of the 15 activities investigated. The following comments are indicative of the insights provided:

- "Give interns opportunity to teach."
- "Need regulations."
- "Monitoring needed to prevent abuse."
- "Make internship uniform."
- "Should teach and take part in all school activities."
- "No standards or expectations."
- "Many [interns] feel like glorified classroom assistants."
- "Guidelines and standards needed."
- "More involvement in extra-curricular activities."
- "Definite guidelines needed to prevent abuse and guarantee excellent experiences."
- "The seven interns I know have either been given a full load or have been treated as student teachers."
- "Need specific guidelines."
- "Should be respected as teachers."

The pervasiveness of student support for including these activities in Provincial Guidelines is also reflected in consistent responses across the three universities.

Supervision of Interns

Students were asked to indicate the extent of their agreement or disagreement with possible Provincial Guidelines relating to supervision of interns. Table 8.12a details the percentage distributions of student responses about the three alternatives investigated. Table 8.12 summarizes these findings according to the percentages of students who agreed and disagreed with each alternative.

Sixty-one percent of the respondents agreed that interns should be directly accountable to the principal; 14 percent disagreed in this regard. The comment "Interns should be treated like other teachers" provides some insight into reasons for the majority opinion: all teachers are directly accountable to principals, so interns should not be different from other teachers in this respect. Another respondent expressed a similar point of view: "Interns should have full responsibility in all areas under guidance of the supervising teacher and principal."

Forty-eight percent of the students favored the alternative of the intern working with one supervising teacher. However, 44 percent favored working with two to

Table 8.12

Percentages of Agreement and Disagreement with Approaches to Supervision of Interns
(Questionnaires: Senior Students, Faculties of Education)

Aspect of Supervision	University of Alberta (n = 311)		University of Calgary (n = 304)		University of Lethbridge (n = 107)		Total Students (n = 722)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
Directly accountable to the principal	15	61	11	65	19	53	14	61
One supervising teacher	23	51	27	47	37	45	27	48
Two to four supervising teachers	33	41	25	46	29	46	29	44

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

four supervising teachers. This uncertainty about an appropriate number of supervising teachers with whom to work during internship is demonstrated still more clearly by the finding that 27 percent of the respondents disagreed with having an intern work with one supervising teacher, while 29 percent disagreed with having an intern work with two to four supervising teachers. (Differences among the three universities were not substantial.) Clearly, Provincial Guidelines may not be able to fulfil these contradictory expectations. Relevant comments of students, however, may help to provide the necessary meaning to help resolve this dilemma.

"Not all teachers need extra supervision."

"Possible personality conflicts."

"Some teacher supervisors feel superior."

"Teachers need guidance and support."

"Depends on the quality of the supervising teacher."

"What will the supervising teacher do when the intern teaches 80% of the time?"

"Depends on the relationship between intern and teacher."

"Evaluation should be by more than one person."

"Too often interns are used to pick up extra work."

"Poor supervision of teachers."

"Guard against unfavorable supervisor."

Feedback and Evaluation

Table 8.13a presents the percentage distributions of responses about three matters of feedback and evaluation which might be included in Provincial Guidelines. Table 8.13 presents the percentages of students who favored and opposed each alternative.

Initially, students were asked to indicate whether or not Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance. About 87 percent of the respondents agreed that this is necessary, and only 2 percent disagreed. Comments such as the following also lend support to this finding:

"Feedback and discussion are essential."

"Continual assessment and feedback needed."

"Occasional evaluation and feedback needed."

About 75 percent of the students agreed that Provincial Guidelines should specify standard criteria for evaluating interns throughout Alberta; 8 percent disagreed. Comments by individual students also conveyed a concern for fair and equitable evaluation:

Table 8.13

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to,
and Evaluation of, Interns
(Questionnaires: Senior Students, Faculties of Education)

Possible Guideline	University of Alberta (n = 311)		University of Calgary (n = 304)		University of Lethbridge (n = 107)		Total Students (n = 722)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	2	87	1	87	2	85	2	87
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	9	73	6	76	9	75	8	75
3. Reduced teaching load for supervisors	19	48	14	60	20	53	17	54

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

- "There is way too much evaluation."
- "No standards or expectations."
- "Evaluation should be done by more than one person."
- "Need clear guidelines and implementation."
- "Abuse and evaluation are problems to be resolved."

Approximately 54 percent of the students also favored Provincial Guidelines that would call for reduced teaching loads for supervising teachers.

Table 8.14 reports responses to the question: "To what extent should each of the following be involved in the formal (written) evaluation of Interns?" Students clearly preferred supervising teachers for this task (mean score of 4.60 on a 5-point scale) followed by principals or other in-school administrators (3.57). Central office supervisors and superintendents received much less support as evaluators of interns (2.45 and 2.35). Comments by students also reflected a desire for supervising teachers to have a major role in evaluating interns, although this opinion was tempered by a concern for checks on these evaluations by other teachers or principals.

Percentage distributions of student responses to the related question, "Who should have the final authority for the formal (written) evaluation of interns?" are provided in Table 8.15. About two-thirds of the students considered that supervising teachers should have the final authority in evaluating interns. Only 18 percent chose the principal, while only 3 percent chose each of the central office supervisors and superintendent.

Overall Value of the Internship

The final question of the survey asked students to "rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher" on a scale from 1 (No value) to 10 (Highly valuable). The percentage distributions and mean scores are displayed in Table 8.16. The total mean score of 6.45 shows that students placed only moderate value on the Alberta internship program. On this item--unlike most others--students at the University of Lethbridge differed markedly from those at the other two universities. The University of Calgary students rated the Alberta internship highest (6.94), followed by University of Alberta students (6.63), with the University of Lethbridge students clearly less supportive (4.53).

Comments by many students cast further light on the basis for their reticence about the internship. As has already been stated, students were troubled about a number of administrative and organizational concerns, rather than with the actual internship concept itself. Since these

Table 8.14

Preferences for Extent of Involvement of Different Personnel
in Formal Evaluation of Interns
(Questionnaire: Senior Students, Faculties of Education)

	University of Alberta (n = 311)	University of Calgary (n = 304)	University of Lethbridge (n = 107)	Total Students (n = 722)
Personnel	Mean	Mean	Mean	Mean
1. Principal or other in- school administrator	3.54	3.65	3.46	3.57
2. Supervising teachers	4.60	4.58	4.62	4.60
3. Central office supervisor(s)	2.52	2.33	2.54	2.45
4. Superintendent (or designate)	2.51	2.12	2.58	2.35

The scale used was 1 "Not at all" to 5 "To a large extent."

Table 8.15

Preferences for Final Authority for Formal Evaluation
of Interns
(Questionnaires: Senior Students, Faculties of Education)

Evaluator	University of Alberta (n = 311)	University of Calgary (n = 304)	University of Lethbridge (n = 107)	Total Students (n = 722)
	%	%	%	%
1. Principal or other in- school administrator	18	19	17	18
2. Supervising teachers	65	69	63	66
3. Central office supervisor(s)	4	2	2	3
4. Superintendent	4	1	3	3
5. Other, or a combination	9	9	15	10

Table 8.16

Perceptions of the Value of the Internship as a Means of
Facilitating the Transition from Student to
Professional Teacher
(Questionnaires: Senior Students, Faculties of Education)

Value	University of Alberta (n = 311) %	University of Calgary (n = 304) %	University of Lethbridge (n = 107) %	Total Students (n = 722) %
10 Highly valuable	8	18	2	11
9	11	11	2	10
8	19	17	9	17
7	20	13	12	16
6	9	5	6	7
5	8	7	13	8
4	7	5	8	6
3	5	5	15	6
2	3	3	14	4
1 No value	3	6	9	5
Unable to judge	7	10	10	10
Mean	6.63	6.94	4.53	6.45

perceived problems were, in all probability, responsible for the somewhat negative overall image of the internship among senior students, it may be helpful to list them again. Students expressed concern about the following aspects of the current Alberta internship program:

1. Lack of contribution to permanent certification;
2. Inadequate salary;
3. Lack of clear guidelines for activities and evaluation;
4. Unclear supervisory practices;
5. Lack of recognition as qualified teachers; and
6. Lack of uniformity of internship experiences.

Nevertheless, as one student who assigned the program a rating of 3 wrote: "It could be a 9 with adjustments."

As Table 8.17 shows, the senior students surveyed at the three universities have substantially revised their views about the internship program during the year since it commenced.

Table 8.17

A Comparison of Mean Scores on the Overall Value
of the Alberta Internship:
1985 and 1986
Senior Students

Year	n	University of Alberta	University of Calgary	University of Lethbridge	Total
1985	713	5.95	5.33	4.61	5.66
1986	722	6.63	6.94	4.53	6.45

They placed higher value on it in November 1986 than they did in November 1985; the mean score increased from 5.66 to 6.45. The most dramatic change occurred with senior students at the University of Calgary, where the mean scores increased from 5.33 to 6.94 over the year. A less substantial but also positive change of attitudes occurred among senior students at the University of Alberta, where the mean score increased from 5.95 to 6.63. However, students at the University of Lethbridge retained their already relatively negative view of the Alberta internship; indeed, it appears to have become a little more negative, for the mean score fell slightly from 4.61 to 4.53.

To summarize, when taken as a group, the senior students viewed the Alberta internship more favorably in 1986 than in 1985 even though there was still only moderate support for the program. It is also noteworthy that, in 1985, 29 percent rated the internship lower than 5 on the 10-point scale whereas, in 1986, this fell to 21 percent.

Summary

The observations presented below summarize the responses and comments provided by the senior education students at three Alberta universities who were surveyed in this part of the evaluation. They may provide insights from a group directly affected by the internship program.

1. The Alberta internship program enjoys moderate support among faculty of education students, so it should be continued. However, students do not approve of compulsory internship or incorporation of the internship into the B.Ed. program.

2. The internship arrangements for elementary and secondary teachers should be generally equivalent.

3. The length of the B.Ed. program should not be extended by incorporation of the internship into a university program; if it does become a part of B.Ed. requirements, existing program components should be reduced accordingly.

4. There is moderate support among students for assignment of beginning teachers to highly competent supervising teachers.

5. Permanent certification should be awarded following the internship and one year of successful teaching.

6. The salary for interns should be raised to at least 75 percent of the salary of beginning teachers.

7. Interns should start by teaching for approximately 50 percent of the regular teacher's teaching time, and this involvement should increase gradually to at least 80 percent by the end of the internship.

8. Provincial Guidelines should detail a comprehensive list of activities in which every intern should be engaged during the year. A suggested list of 15 activities is contained in this report.

9. Interns should be directly accountable to school principals.

10. Interns should be supervised by one or more teachers.

11. Interns should receive regular feedback and suggestions for improvement.

12. Standard evaluation criteria for all of Alberta should be developed and incorporated into Provincial Guidelines.

13. Supervising teachers and principals should be responsible for conducting formal written evaluations.

14. Students would probably support the internship program more strongly than at present if certain administrative and organizational problems were resolved.

APPENDIX A

TABLES 8.5a, 8.6a, 8.11a, 8.12a, 8.13a

Table 8.5a
Extent of Agreement with Policy Alternatives
(Questionnaires: Senior Students, Faculty of Education)

Alternative	University of Alberta (n = 311)						University of Calgary (n = 304)						University of Lethbridge (n = 107)						Total Students (n = 722)						
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	
1. Continue optional post-B.Ed. internship	E	7	9	15	27	21	21	11	7	13	20	34	15	26	18	16	18	16	6	12	9	14	23	26	16
	S	8	9	15	26	26	16	9	4	11	18	32	26	25	16	19	19	16	5	11	8	14	21	27	19
2. Introduce compulsory post-B.Ed. Internship	E	39	15	14	9	6	17	46	14	11	10	6	13	73	12	6	3	3	3	47	14	11	9	5	14
	S	42	15	15	10	6	12	38	12	12	8	8	22	69	13	8	3	3	4	44	14	12	8	6	16
3. Introduce optional internship as part of the B.Ed. program	E	17	13	20	21	11	18	23	11	15	22	13	16	28	13	26	18	6	9	21	12	19	21	11	16
	S	21	12	21	22	12	12	20	9	13	21	12	25	27	11	26	20	4	12	22	11	18	21	11	17
4. Introduce compulsory internship as part of the B.Ed. program	E	39	12	12	11	8	18	43	14	12	10	6	15	63	7	11	7	8	4	44	12	12	10	7	15
	S	40	13	12	13	9	13	38	11	11	9	6	25	61	7	11	7	8	6	42	11	12	10	8	17
5. Assign beginning teachers to highly competent supervisors	E	12	10	17	21	21	19	10	10	16	29	22	13	25	9	22	18	21	5	13	9	18	24	22	14
	S	14	9	19	22	21	15	9	8	14	26	20	23	24	8	22	18	21	7	13	8	17	23	20	19
6. Reduce teaching load of beginning teachers	E	10	19	20	20	12	19	21	18	16	19	10	16	12	23	19	22	17	7	15	19	18	20	12	16
	S	10	21	20	22	14	13	19	18	14	17	7	25	11	22	21	21	18	7	14	20	18	20	12	16
7. Discontinue current internship program	E	23	19	15	5	7	21	35	13	11	8	9	24	20	18	8	15	22	17	27	16	12	8	10	17
	S	27	19	14	7	7	26	32	11	9	6	9	33	19	17	8	15	22	19	28	15	11	8	10	18

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.
E = Elementary; S = Secondary.

Table 8.6a
Extent of Agreement with Alternatives for Permanent Certification
(Questionnaires: Senior Students, Faculty of Education)

Alternative	University of Alberta (n = 311)						University of Calgary (n = 304)						University of Lethbridge (n = 107)						Total Students (n = 722)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
1. Following satisfactory completion of internship	19	21	18	12	23	7	18	12	13	16	20	11	18	14	10	12	41	5	18	16	15	14	29	8
2. Following internship and one year of satisfactory teaching	10	5	7	20	52	6	11	8	13	16	44	8	12	8	17	14	43	6	11	7	11	17	47	7
3. Following internship and two years of satisfactory teaching	49	19	9	5	8	10	43	14	16	3	9	15	58	14	7	5	9	7	48	16	12	4	9	11

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 8.11a

Extent of Agreement with Activities in Which Interns Should Participate
(Questionnaires: Senior Students, Faculty of Education)

Alternative	University of Alberta (n = 311)					University of Calgary (n = 304)					University of Lethbridge (n = 107)					Total Students (n = 722)								
	SD	D	N	A	CT	SD	D	N	A	CT	SD	D	N	A	CT	SD	D	N	A	CT				
1. Observation, analysis and discussion of teaching at different grade levels	6	8	19	33	29	5	6	8	12	31	39	4	7	6	23	25	37	2	6	8	17	31	34	4
2. Observation, analysis and discussion of teaching in different subject areas	5	9	20	33	30	3	6	6	15	29	41	3	4	6	19	35	34	2	5	7	18	32	35	3
3. Teaching at different grade levels	4	8	21	35	29	3	4	6	15	36	36	3	2	5	30	31	32	0	4	7	20	35	32	2
4. Teaching in different subject areas	4	10	23	30	31	2	4	4	17	31	41	3	2	5	22	30	40	1	4	6	20	31	37	2
5. Teaching the same class or classes for a period of several months	3	3	12	27	50	5	5	4	15	29	44	3	1	4	10	33	51	1	4	4	13	28	48	3
6. Organization of extra-curricular activities	2	7	28	36	23	4	7	7	20	36	27	3	5	7	26	34	25	3	5	7	24	36	25	3
7. Professional development activities at the system and/or provincial level	1	3	22	39	32	3	2	4	18	30	43	3	1	7	14	36	40	2	1	4	19	35	38	3
8. In-school professional development activities	1	2	15	41	39	2	1	2	12	34	49	2	0	1	18	32	47	2	1	2	15	36	44	2
9. Interviews with parents about progress of students	0	2	10	44	42	2	2	4	13	37	43	1	1	2	13	34	49	1	1	3	12	39	43	2
10. Field trips	1	3	10	40	45	1	1	2	7	34	53	3	1	1	8	38	51	1	1	2	9	37	49	2

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 8.11a (Continued)

Alternative	University of Alberta (n = 311)						University of Calgary (n = 304)						University of Lethbridge (n = 107)						Total Students (n = 722)					
	\bar{x}						\bar{x}						\bar{x}						\bar{x}					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
11. School committee meetings	1	3	20	38	37	1	2	3	14	32	47	2	2	1	13	40	41	3	2	3	16	36	42	1
12. Observations of the work of school administrators, counsellors, support staff	4	5	27	35	26	3	3	7	20	31	37	2	1	7	22	35	34	1	3	6	23	33	32	3
13. Assistance in the library or resource room	8	14	33	27	16	2	9	10	27	29	22	3	8	15	32	21	21	2	8	13	30	27	19	2
14. ATA teacher induction activities	1	11	26	32	24	6	4	7	24	26	31	8	3	6	26	20	31	14	3	8	25	28	28	8
15. Interacting with other interns in formal workshops focusing on the internship	2	3	17	34	41	3	5	6	14	28	44	3	1	9	15	28	44	3	3	6	15	30	43	3

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 8.12a
Extent of Agreement with Approaches to Supervision of Interns
(Questionnaires: Senior Students, Faculty of Education)

Alternative	University of Alberta (n = 311)						University of Calgary (n = 304)						University of Lethbridge (n = 107)						Total Students (n = 722)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
Directly accountable to the principal	5	11	17	38	23	6	6	5	20	31	34	4	5	14	24	24	29	4	5	9	20	33	28	5
One supervising teacher	7	15	22	29	22	5	10	17	21	22	24	6	22	16	15	26	19	2	10	16	21	26	22	5
Two to four supervising teachers	14	19	20	23	18	6	15	10	24	24	22	5	20	9	21	27	19	4	15	14	22	24	20	5

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 8.13a
Extent of Agreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Questionnaires: Senior Students, Faculty of Education)

Possible Guideline	University of Alberta (n = 311)						University of Calgary (n = 304)						University of Lethbridge (n = 107)						Total Students (n = 722)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
						\bar{x}						\bar{x}						\bar{x}					\bar{x}	
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	0	2	8	33	54	3	1	0	8	26	62	3	1	1	11	31	54	2	1	1	9	30	57	2
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	6	4	14	32	40	4	2	4	13	26	50	5	4	6	12	25	50	3	4	4	13	29	46	4
3. Reduced teaching load for supervisors	7	12	23	31	16	11	6	8	18	37	23	8	10	10	22	29	24	5	7	10	21	33	20	9

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

APPENDIX B

COMMENTS BY SENIOR STUDENTS IN EDUCATION FACULTIES

SUMMARY OF COMMENTS BY SENIOR EDUCATION STUDENTS

UNIVERSITY OF ALBERTA
UNIVERSITY OF CALGARY
UNIVERSITY OF LETHBRIDGE

Students at the University of Alberta and the University of Calgary were more supportive of ITP than were students at the University of Lethbridge. Of the 58 Lethbridge students who provided additional comments, only 12 (21 percent) evaluated the ITP positively (6-10), compared with 59 percent of University of Calgary students, and 63 percent of University of Alberta students. The distribution of the 270 students who commented on aspects of the ITP is shown in Table 8.18.

Table 8.18

Number of Comments Provided by Senior Education Students

	Value Placed on ITP			Total
	Positive (6-10)	Negative (1-5)	Don't Know	
Univ. of Alberta	77 (63%)	36	9	122
Univ. of Calgary	53 (59%)	33	4	90
Univ. of Lethbridge	12 (21%)	40	6	58
	142	109	19	270

The major finding was that the value of the program itself was seen positively by almost all students; problems that they identified related to practices, arrangements and administration of the ITP, not to the program itself. These perceived problems are listed below.

1. Permanent certification. The students placed high priority on having the internship year contribute toward permanent certification.
2. Salary. Although many students considered that the intern's salary should be related to the work load, they felt that the current level of remuneration is too low.
3. Provincial Guidelines. The possibility of developing specific guidelines and regulations was strongly supported. Guidelines should ensure that interns are not abused, that their teaching loads increase gradually, that they are

evaluated fairly, that they can switch supervising teachers in the event of personality clashes, that they work at a variety of tasks and in different grade levels, and that they are treated in the same ways as are beginning teachers. Abuse was seen as a major problem. Lack of consistent experiences also should be avoided.

4. Compulsory or optional. If the internship were made compulsory, several problems might be alleviated. The older and more experienced students tended to value an optional program because they felt they were ready to teach, and because they felt a need for higher incomes. Students who would have to repay loans also expressed a need for higher incomes. And, if the internship were part of the B.Ed. program, it could not be made optional.
5. University preparation for teaching. Some students felt that a number of education courses could be dropped to make room for the internship during the B.Ed. Others suggested that the current practicum requirement could be terminated or reduced in length. Generally, the internship should follow the B.Ed., partly because pay is involved and partly because the school systems are in charge.
6. Quality of supervising teachers. Supervising teachers were viewed by a number of students as the central actors in internship. Some students were concerned about the supervising teachers' competence, whereas others felt more strongly about the need for compatibility. A number of students expressed a perceived need for a degree of flexibility in choosing supervisors. In this regard, feedback on performance was somewhat important, although there was also frequent mention of a problem with excessive supervision. Students considered that interns should also be in charge of classrooms.
7. Evaluation. The evaluation of interns was viewed with concern, for several reasons. First, the students expressed fear about relying upon unsupported assessments by evaluators. Second, they saw the evaluation as important for interns as they seek teaching positions in the future.
8. The negative image. A considerable number of students--including many of those who rated the internship positively--highlighted negative characteristics of the internship. However, such comments as "a waste of taxpayers' money," "garbage," "gopher jobs," "not needed," "poorly designed," and "graduates are ready to teach" were overshadowed by the majority opinion of "great potential," "great for transition," "most valuable," and "should be

compulsory." The negative comments were generally directed at matters relating to the management of the ITP program, not at the program itself. More information about the program would be of real value to many students; many students appeared to be uninformed or misinformed. They acknowledged that their information was often acquired through rumor.

9. The permanent position. Students expressed a great concern for achieving permanent full-time teaching positions. The voluntary internship appeared to add to their uncertainty about the commencement of their professional careers. Most would like to get into teaching positions following graduation, but, failing that, they would seek internship appointments. The competition with the previous year's interns was viewed with uncertainty. In addition, the students did not appear to believe that the internship would necessarily lead to the teaching positions they desire.

COMMENTS BY SENIOR EDUCATION STUDENTS
AT THE UNIVERSITY OF ALBERTA

Comments by 77 students who evaluated ITP positively (a score of 6-10 on a ten-point scale).

Comments by 36 students who evaluated ITP negatively (a score of 1-5 on a ten-point scale).

Comments by 9 students who stated that they were unable to judge the value of ITP

University of Alberta

Positive:

- 7 Internship should come earlier in the B.Ed. program.
- 9 Should carry fair load and receive credit. Compulsory internship has advantages but could hinder some.
- 7 Abuse is common by school boards in hiring practices. Provincial guidelines needed. School boards should be required to hire their own interns if openings exist. Prevent slave labour.
- 6 Some interns are taken advantage of.
- 8 Not handled or managed well.
- 7 Better wages, credit for permanent certification, credit on grid.
- 10 Teachers need guidance and support.
- 7 Salary is important.
- 7 Credit for a year should be given.
- 10 Should be different from practicum.
- 7 Pay should be increased. Some supervising teachers feel superior and arrogant. Evaluation of interns should be non-threatening.
- 10 Keep internship.
- 7 More involvement in extra-curricular activities should be given consideration.
- 7 Great deal of attention should be given to a fair evaluation of intern.
- 9 Definite guidelines to prevent abuse and guarantee excellent experiences.
- 8 Interns are overworked.
- 6 Students should be better informed about internship. Information on eligibility, length, responsibilities, etc. should be shared with education students. Should count toward permanent certification.

- 9 Room for abuse. Evaluation should be done by representative of the university in consultation with teacher and administrator of the school.
- 9 Internship before graduation.
- 6 Remain optional.
- 9 Good program.
- 9 Should be compulsory or scrapped.
- 8 Depends on quality of supervising teacher.
- 8 More information about internship should be provided, perhaps in Ed Adm 401.
- 8 Interns should have full responsibility in all areas under guidance of supervising teacher and principal.
- 10 Far too much use of interns to free supervising teacher.
- 8 Should count toward permanent certification.
- 8 Should count toward permanent certification. Also more money. Cannot live and repay my loans on \$900 a month.
- 9 Should be incorporated into the education system.
- 7 Pay is pathetic! Should count toward permanent certification.
- 8 Consistent and detailed guidelines needed. Credit for permanent certification. Salary based on percentage of time teaching.
- 9 Only guesses.
- 7 Interns are exploited by school boards.
- 10 5 years is too long for teacher preparation. Internship should be the 4th year of the B.Ed.
- 8 Should be 1/2 year and in 4th year of B.Ed.
- 9 Compensation should be according to work.
- 7 Pay should be adjusted. Should count for permanent certification.
- 8 Pay should be adjusted. Should count for permanent certification.

- 8 Should not be compulsory.
- 10 Reduced pay is justified by reduced work load.
- 8 A variety of experiences reported--some good, some terrible. Should count toward permanent certification. Work load should be reduced. Guidelines necessary.
- 7 Danger of having a poor supervising teacher or a personality clash. Evaluation would be a problem.
- 10 Should count toward permanent certification. Salary should be higher.
- 7 Should have 80% load--assistance from supervising teacher at the beginning, then move to 100% without assistance.
- 8 Guidelines needed to ensure less than full teaching load. Continual assessment and feedback needed.
- 8 Limited knowledge of internship. Should be optional. Should count toward permanent certification. Need more information. Would like to intern.
- 7 More valuable if it could count for permanent certification.
- 6 Should count toward permanent certification. Salary and credit on grid should be proportional to teaching load. Look at other systems, e.g., West Germany: internship obligatory, reduced load, one supervising teacher.
- 6 Not fair for a certified teacher to get half wages. Humiliating not to treat a graduate as a capable, respected and well-deserved teacher.
- 7 Idea is great, present procedure is inefficient. Need guidelines--should count toward permanent certification.
- 9 Consistency throughout province is needed.
- 8 Should count toward permanent certification.
- 6 Should be one semester.
- 6 Interns should not be treated as teacher aides. Need clear guidelines or regulations.
- 6 Guidelines should state that teacher interns

- should be treated as teachers.
- 6 Drop one year of education in favor of internship. Evaluation is a problem.
- 7 What will the supervising teacher do when an intern teaches 80% of the time? Many of the education courses are not very worthwhile. Many of these should be "thrown out" and replaced with teaching experience.
- 9 Valuable for a potentially traumatic situation.
- 7 Depends on relationship between intern and teacher. Feedback, discussion essential. Evaluation by more than one person. Trial periods during which transfer to a different supervising teacher upon request is possible.
- 7 Optional.
- 9 Terrific. Should contribute toward permanent certification.
- 9 Heard of mixed results.
- 10 Need credit toward permanent certification.
- 9 Possibility for abuse.
- 8 Can be positive.
- 9 Compulsory if credit toward permanent certification.
- 9 Must be a paid position even if in B.Ed.
- 8 Excellent opportunity for training and position.
- 9 Needs clear guidelines and objectives. Needs experience at different grade levels. Should count toward permanent certification.
- 9 Very valuable.
- 10 Variety of experiences and responsibilities required. Should count toward permanent certification.
- 8 Often abused. Replace "plenty of unnecessary courses in B.Ed." with internship. Should count toward permanent certification.
- 10 Most valuable gradual transition.

- 8 Could be highly valuable if not abused, and interns viewed as beginning teachers.
- 7 Very good but it must count toward permanent certification.
- 8 Should have only one supervising teacher.
- 7 Too often interns are used to pick up extra work for teachers, thus reducing their load. Interns are among the busiest of all staff. Cumulative work load, if serving with several teachers, can be overwhelming. Planning in unfamiliar course material can be excruciating. This is not an easing into the profession with careful guidance, but rather a rite of passage, an initiation by fire. Regulations governing what interns are expected to do are essential.

Negative:

- 4 Could be incorporated into first year of teaching.
- 5 Work load and salary equal to 65% of regular teacher.
- 3 Exploitation of human rights. Pay inadequate.
- 5 Guidelines needed. Should count for permanent certification.
- 4 Interns hired because they are cheap. Internship should count toward permanent certification.
- 5 Great potential, needs overhauling on responsibilities, length and salary.
- 5 Easier to get work as a sub--if internship. Otherwise cheap labour.
- 4 Transition not made easier through internship. More like a year-long practicum. Too much "gopher" work. Teachers do not always accept intern.
- 4 Need clear guidelines and implementation. Interns are mis-used. Variety of work needed.
- 1 Cheap labor. Misuse. Poor supervisor. Inadequate pay.
- 4 I am ready to teach. If compulsory, it should count toward permanent certification.

- 1 Special concessions like reduced work load to first year teacher is demeaning. Program is wrong--trade level.
- 3 Should count toward permanent certification. Reduce length of B.Ed. program. Defeats the purpose of the practicum.
- 2 Need proper wages and guidelines.
- 3 Salary needs adjusting. Decrease student teaching time and make internship compulsory.
- 4 Guidelines on salary and salary credit needed. Guard against unfavourable supervising teacher.
- 5 Good as transition. However, better pay and permanent certification should be included.
- 3 Could be valuable if experience counts on grid and permanent certification, and leads to teaching position. Guidelines needed to ensure proper work, evaluation.
- 5 Pay too low, and does not count on permanent certification.
- 4 Establish a quota and internship will not be needed. Students intern because they need a job, not because they need assistance in the transition.
- 5 Pay too low. Interns used as cheap labor. Permanent teacher certification should be incorporated. Interns should be guaranteed first chance at any job that opens up in the district.
- 4 Does not count towards permanent certification. A degree in education gives me the right to teach.
- 1 If internship is accepted, practicum should be abolished. Should count towards permanent certification. Mature students should not be required to intern. Should count on salary grid.
- 2 Should be full-time work and count as one year of experience.
- 4 Valuable but credit on pay scale and certification needed.
- 3 Good only if it counts on permanent certification.
- 3 Increase in salary needed.

- 5 Credit is needed and reduced work load.
- 2 Good in theory--not in practice. Abuse is common. Depends on teacher supervisor. After the degree I should be allowed to teach.
- 3 Remove internship--supply and demand will help to improve teachers.
- 1 Misused--the seven interns I know have either been given a full load or have been treated as student teachers. Unfair, unmonitored, low salary. Please get rid of it.
- 5 Some value. I want a classroom of my own. Reduced work load is what I like.
- 3 Cut unnecessary university courses and have internship in 4th year. Substitute teaching is better because you have a variety of experiences and the hours count toward grid and permanent certification.
- 4 Unfair, because we are qualified teachers asked to work at half of regular salary. Replace 4th year with an internship to give us experience. Many university courses not relevant to classroom teaching.
- 4 Great potential if pay, abuse, ATA and certification issues are addressed.
- 4 Change in pay and certification issues needed. A full year of practice would be helpful.

Unable to judge:

- 0 The practice of "dumping" a beginning teacher into full work load is absurd.
- 0 If the internship program is to continue, raise wages, count time toward permanent certification, guarantee first pick for teaching positions.
- 0 If compulsory it should count toward permanent certification. It should remain optional.
- 0 Cheap labor, a political move.
- 0 Should be optional and count toward permanent certification.
- 0 Pay, abuse and evaluation are problems to be resolved.

- 0 In theory internship is good. Need specific guidelines. Should count toward permanent certification. Interns should experience full range of school activities.
- 0 Internship does not help teachers find a teaching position.
- 0 Should count toward permanent certification.

COMMENTS BY SENIOR EDUCATION STUDENTS
AT THE UNIVERSITY OF CALGARY

Comments by 53 students who evaluated ITP positively (a score of 6-10 on a ten-point scale).

Comments by 33 students who evaluated ITP negatively (a score of 1-5 on a ten-point scale).

Comments by 4 students who stated that they were unable to judge the value of ITP

University of Calgary

Positive:

- 7 Elementary teachers should be specialists.
- 8 Increase pay--recognize for certification.
- 8 Continue--valuable.
- 7 Valuable.
- 10 Compulsory program could be valuable if strictly monitored, abuse minimized, supervisors carefully selected.
- 7 Conceptually, internship makes sense--too much variation in practice.
- 10 Intern should be involved in all activities.
- 8 Avoid inconsistency of use. Count on certification.
- 10 Need provincial standards. Should remain optional. Credit on permanent certification.
- 7 Importance of support, credit on certification.
- 8 Should be optional.
- 9 Could be compulsory--improve professional standing of teaching. Costly.
- 10 Disappointed about university methods courses.
- 8 Do not increase length of program, count on permanent certification.
- 8 Compulsory or no internship.
- 8 Needs increased recognition and monitoring.
- 9 More pay and benefits.
- 10 Needs standards and monitoring--teaching needs the internship. Teaching is a profession--as important as medicine or law. They have internship programs, so why shouldn't we?
- 10 Salary is too low.
- 8 Need to get one full year's credit for teaching.
- 7 Monitor to ensure intern gets to work as a regular teacher.

- 7 Needs criteria and monitoring.
- 9 Needs professional development component.
- 9 Great idea--but interns need more responsibility, treat like staff, count toward certification, increase pay.
- 8 Beneficial but open to abuse.
- 8 If part of B.Ed. program.
- 8 Load should be reduced--intern should be treated as "intern."
- 7 Good for increased job opportunities and qualifications. Satisfy a political need.
- 8 Opportunity to gain experience. Given present practicum experiences, a transition year may not be necessary.
- 7 Should not be in second-class roles, financially or hierarchically.
- 10 Should not be used to get cheaper teachers.
- 7 If the intern is being trained, great; if used as cheap labor, poor.
- 6 If work load almost 90% of teaching duties, salary is too low.
- 6 Wages should be increased, year should count toward permanent certification.
- 6 More guidelines needed.
Base pay on work load.
- 7 Improve pay and benefits.
- 8 Should be optional.
- 8 Clear guidelines needed.
- 10 Should count towards grid and certification.
- 10 Excellent.
- 10 Should continue.
- 7 Avoid abuse--sacrifice too great for some.
- 9 Valuable.

- 6 So so.
- 9 Valuable.
- 8 Interns should be treated like teachers. Half-pay is not enough.
- 10 Highly valuable. Should count toward experience and toward permanent certification.
- 7 Seems much like an extension of the practicum. Making the B.Ed. longer seems ridiculous. Should be optional.
- 8 Optional. Count as experience. Count for permanent certification.
- 8 Reduced salary is the only negative.
- 10 Should not suffer in pay.
- 6 Guidelines (provincial) needed re role and duties. Should count toward permanent certification. Evaluation criteria should be standardized.

Negative:

- 5 Internship very useful--but many interns are "used and abused."
- 5 Interns should not be "gophers."
- 1 Highly exploitive arrangement. Major problems are salary, grid, evaluation. Problem of getting a job if negatively evaluated.
- 4 Good idea; needs to be part of permanent certification.
- 3 Very negative because many feel like glorified classroom assistants.
- 1 Cheap labor used to reduce teachers' load. Cheap Xerox persons.
- 3 Grossly unfair: does not count for certification, some interns do full-time teacher's job at low pay, not all graduates are on internship; e.g., two graduates--one a teacher one an intern.
- 1 Contradiction: we graduate with certificate and have 7 weeks of teaching practice--and then we are treated as if we know nothing.

- 4 Little merit if optional and one-half salary, particularly when others are hired as full-time beginning teachers with full pay.
- 4 Interns should not be viewed as student teachers. Also salary must be higher. Program is good.
- 5 Should remain optional.
- 3 Internship should replace student teaching so that program length would not increase.
- 5 Can be valuable. Guidelines and standards needed. Credit is needed for permanent certification. Four year B.Ed. program including one year teaching.
- 2 Interns are thought of as second-rate teachers. Problems are salary, reduced responsibilities and no credit on certification. Internship could replace practicum in B.Ed. program.
- 2 An excuse for lower pay scales.
- 2 Does not count toward permanent certification.
- 1 A waste of time.
- 5 With standardized rules and if compulsory it would be more effective.
- 1 There is a great deal of wasted time in the present 4-year B.Ed. program. No need to lengthen.
- 5 Need full pay, full load and credit toward permanent certification.
- 4 System is unorganized. Need guidelines.
- 1 School boards benefit because they get new ideas at low pay. Not enough respect for new graduates. Internship is the practicum over again.
- 1 Cheap labour without guaranteeing a position.
- 4 Not suitable for mature students who have extensive work experience.
- 3 It would be more effective to improve the university program, especially the practicum.
- 1 No transition period necessary. The university program prepares competent teachers.

- 1 Of no value because pay is inadequate, is a state of servitude, and supervising teachers lack skill to train and evaluate anyone.
- 2 Should be part of 4 year-B.Ed. or dropped. Low pay, low credibility. Demoralizing.
- 1 Internship is often misused.
- 5 May be helpful for some.
Pay inadequate.
- 1 Not a valid concept. Will disappear.
- 5 Some people may need internship. Value of internship depends on quality of supervising teacher.
- 5 Value depends on individual interns. Some may need it. Competent teachers do not need it.
- 1 Too much of a "gopher" job.

Unable to judge:

- 0 Internship should be available to all graduates of faculties of education, no matter where they were the previous year.
- 0 Certification and financial concerns must be dealt with.
- 0 Internship is demeaning unless it were made compulsory as in law or medicine.
- 0 The problems relate to the salary and content of the present program. Exposure to actual classroom teaching is important, but university courses don't do this, particularly not Ed PA.

COMMENTS BY SENIOR EDUCATION STUDENTS
AT THE UNIVERSITY OF LETHBRIDGE

Comments by 12 students who evaluated ITP positively (a score of 6-10 on a ten-point scale).

Comments by 40 students who evaluated ITP negatively (a score of 1-5 on a ten-point scale).

Comments by 6 students who stated that they were unable to judge the value of ITP

University of Lethbridge

Positive:

- 7 Guidelines need to be developed with flexibility.
- 7 Misuse. If mandatory it would be more widely accepted.
- 7 Who is a good supervising teacher?
- 6 Too easily abused. Better pay, benefits, security.
- 7 Employment good. Pay is important.
- 8 Should count toward permanent certification.
- 9 Beneficial but it should count toward permanent certification.
- 8 Don't know much about program. Should count toward permanent certification. Need more information. Many abuses.
- 7 Have four years theory and observation and one year internship. Improve university program. Not more supervision after graduation.
- 6 Very valuable if not abused. Make it a learning experience.
- 8 Purpose of transition is often far from truth. Cheap disposable labor. In many cases, interns are given full work load and simply replaced after one year. Strictly enforced regulations needed.
- 7 Salary should be increased. Internship should count toward permanent certification.

Negative

- 1 Waste of taxpayers' money. Reduce class size, reduce central office staffs.
- 5 Valuable if the reputation of the graduating institution is questionable. Should not be compulsory.
- 2 Could be valuable under certain conditions. Regulations necessary. Salary should be increased. A number of people should be involved in evaluation. Intern needs a wide variety of experiences.

- 2 Interns have been carrying pretty well full loads. For this, pay is inadequate. I am ready to teach without internship.
- 4 Stress level increases. The amount of student teaching should be taken into account. Some districts are using interns as instead of not in addition to.
- 4 No real value for a Lethbridge graduate. Program has been abused. No consistency. Should (if implemented) be part of B.Ed. program. Should be abolished.
- 5 Should count toward permanent certification.
- 4 Not all teachers need extra supervision. System is not just.
- 3 First year teachers should be considered competent. Internship provides jobs.
- 3 Abuse--"dirty" jobs. Should be treated like teachers.
- 2 Slave labor. Work load heavy, pay low. Does not go toward permanent certification.
- 3 My training is more than sufficient to accept full teaching position. No job security, no benefits, extremely poor wage. Equal pay and respect for equal work.
- 5 Abuse. Interns are full-time teachers with half-time wages.
- 2 Valuable only in special cases.
- 1 A person with a B.Ed. is fully trained to start employment as a professional.
- 3 Make optional. A B.Ed. graduate should be fully prepared for teaching.
- 1 Many "gopher" jobs. If internship stays it should contribute toward permanent certification and pay should be increased.
- 2 Credit re salary and permanent certification is needed. Will apply only as a final and desperate move.
- 5 More guidelines, recognition and money.
- 5 So many abuses, it is hard to judge the program:

placed with first year teachers, taken in place of teachers, given full teaching responsibilities yet paid less.

- 3 Many abuses. No consistency. Guidelines needed.
- 1 In most cases intern is given full responsibility with low pay. Should count toward permanent certification.
Should be given full responsibility for at least one subject area for the entire year to deal with planning and evaluation.
- 3 Increase number of teachers--improve education.
If internship, it should count for permanent certification.
- 3 Provide more information.
- 2 Heard only poor comments about ITP. Not an advocate for cheap labour. Could be beneficial for some students, but not all.
- 5 May be good idea for some but should be standardized and count toward permanent certification.
- 2 Often intern is only a "gopher." Would help if employment were assured for the year following the internship.
- 2 The internship program I observed had too many administrators, way too much evaluation, and far too many different class responsibilities. Salary should be reflected on grid.
- 2 Give interns opportunity to teach.
Need regulations.
Monitoring needed to prevent abuse.
Make internship uniform.
Make it monetarily worthwhile.
Make it count toward permanent certification.
Increase work load and responsibility as year progresses.
Make it different from student teaching.
Observations early, then more class time.
Occasional evaluation and feedback.
Could rate it a 10 if all were followed.
- 5 Too much abuse.
- 3 Could be a 9 with adjustments:
 - don't need more student teaching
 - should teach and take part in all school activities

- should be respected as teachers
 - should be mandatory.
- 1 As a single parent with 4 children:
I could not live on the salary
I don't have a year to give without receiving
benefits on grid and certification
No consideration given on paying back loans.
 - 5 Too much variety.
 - 4 Great deal of abuse.
Need criteria--no "gophers."
 - 5 It is "who" you know that counts.
 - 3 Too much jargon in this survey.
 - 3 Internship is inconsistent.
Great variety of experiences.
 - 3 Too much like student teaching--never really in
charge without constant observation--yet fully
qualified to teach. Would not choose an
internship.
 - 1 By completing my degree I will have completed 6
placements (30 weeks) of in-class time.
Internship is outrageous. If it is adopted then
salary, responsibility, certification, ATA,
permanent position issues must be dealt with.

Unable to judge:

- 0 Could we ever decide on evaluative criteria?
- 0 How can I judge without experience?
How can the internship be optional and also part
of a program?
Possibility that internships are good for weaker
teachers.
- 0 No standards or expectations.
Great variety in work load.
Need guidelines and regulations.
- 0 Who is a highly competent teacher supervisor?
Possible personality conflicts.
Guidelines needed. Many questions.
- 0 Older experienced students [student is 29 years
old] are prepared to teach. Internship may need
"breaking in" period.
Need guidelines, regulations and monitoring.
Salary, certification and respect as a teacher are

important issues.

Must not be in competition with regular teachers.

- 0 Don't know enough about ITP to judge. Heard of a great deal of abuse, also of positive experiences. Criteria are needed (provincial) to guard against abuse.

CHAPTER 9

REPORTS FROM SCHOOL JURISDICTIONS

TABLE OF CONTENTS

	Page
Selection, Placement, and Involvement of Interns . . .	491
Flexible Provincial Guidelines and System Plans . . .	493
Progressive Assumption of Responsibility	493
Professional Development of Interns	494
Professional Development for Supervising Teachers and Administrators	495
Consultation and Remediation	495
Development of Professional Relationships	496
Overall Benefit for Participants	496
Satisfaction with the ITP	497
Participation in 1986-87	498
Problems and Proposals for 1986-87	498
Summary	499
Appendix A. Initiation to Teaching Project Annual Evaluation Report Form	501

LIST OF TABLES

Table		Page
9.1	Involvement of Interns in Various Instructional Arrangements	492

REPORTS FROM SCHOOL JURISDICTIONS

Respondents from each of the 127 jurisdictions participating in the Initiation to Teaching Project submitted to the Project Director an Annual Evaluation Report Form (Appendix A). Reports were received from 95 school systems, 25 private schools, and 7 private early childhood school (ECS) operators. Some of these school jurisdictions employed a substantial number of interns: at the other extreme, some individual schools involved had only one or two interns each. In each instance, reports were completed by superintendents or other central office administrators, in consultation with central office personnel, school administrators, supervising teachers, and interns. Of the 127 reports, 2 were returned without responses, 3 were only partially completed, and several contained one or more unanswered questions.

The Annual Evaluation Report Form incorporated structured as well as open-ended questions. This strategy resulted in the acquisition of a wide range of responses and it helped to identify areas of special concern in individual settings. Findings from the analysis of these responses are reported below.

Selection, Placement, and Involvement of Interns

The responses revealed that criteria and procedures for selecting interns varied considerably. In most instances, systems endeavored to match expertise and interest of interns with school needs, rather than merely attempting to recruit interns with some desired specialized skills.

In some systems, interns changed schools mid-way through the year. This practice was thought to benefit interns by giving them exposure to different teachers and different administrative styles. On the other hand, it caused some disruption to schools and classroom settings when interns were re-assigned without having completed the work that they had initiated. The strategy of changing schools at the semester break was found to be more appropriate for high schools that use the semester system; and it was seen as generally unsuccessful in elementary schools.

The majority of interns were involved in team teaching situations with two or more supervising teachers. Specific assignments are examined below.

Interns were engaged in widely varied activities and were exposed to a range of classroom experiences over the course of the school year. This variety is reflected in Table 9.1.

Table 9.1
Involvement of Interns in Various Instructional Arrangements

Instructional Arrangement	Percentage of Interns Involved
Team teaching with one other teacher	44%
Team teaching with more than one teacher	68
"One-on-one" instruction	58
Small group instruction	79
Teaching part of a split grade	45
Teaching one subject in more than one grade	55
Teaching more than one subject in one grade	60
Teaching more than one subject in more than one grade	72
ECS teaching	26
Second language teaching	12
Special education teaching	43

Most frequently, interns were assigned to small group instruction and teaching of more than one subject in more than one grade. Over 50% of the interns were also engaged for some time in teaching more than one subject in one grade, one-on-one instruction, and teaching one subject in more than one grade. In addition, teaching of one section of a split-grade class and special education teaching were both listed on more than 40% of the reports. Placements which used the special training or talents of interns, such as ECS teaching, second language teaching, intramural activities, outdoor education, computer classes, and music classes, were reported less frequently. These last-mentioned activities tended to be reserved for interns

who were trained in those areas. One exception was special education: 43% of participating jurisdictions reported having assigned interns to special education activities.

Flexible Provincial Guidelines and System Plans

Almost all of the jurisdictions in the survey (95%) expressed satisfaction with the flexibility of Provincial Guidelines and system plans. System plans, in particular, offered interns a wide range of teaching experiences, with opportunities to use varied teaching materials and to interact with students with differing needs and backgrounds. Interns were called upon to plan for and instruct individuals, small groups, as well as regular classes. Plans at individual schools enabled interns to observe and work with a variety of teachers in core academic areas as well as in other school activities. The most workable school plans tended to be developed by supervising teachers and their interns. Alternative planning approaches often resulted in assignment to too many supervising teachers.

Districts and schools which expressed concern about flexibility alluded to some of the school plans being confusing, to the rigidity of some school plans, and to the treatment of interns as "glorified student teachers." As a representative of one large district reported:

Those who looked at the ITP merely as a student teaching situation underestimated the potential of the program; those who saw the intern as a full fledged member of the staff failed to recognize the opportunities presented for professional development and growth.

Progressive Assumption of Responsibility

In 115 of the 127 participating systems or schools, internship responsibilities were seen as expanding gradually over the course of the year. In most instances, internship commenced with observation and progressed through stages of individual, small group and whole class instruction. Planning and extra-curricular responsibilities increased accordingly.

Of the remaining jurisdictions, some assigned full teaching responsibility immediately; others treated interns as student teachers. A few systems offered no responses about this matter.

Professional Development of Interns

Most districts and schools provided inservice education for interns. This was usually offered in conjunction with their various classroom activities of observation, individual, small group, and whole class instruction of daily lessons, unit instruction, and teaching of entire courses. In situations where schools lacked appropriate staffing, interns with special skills were sometimes encouraged to become involved in developing special programs such as those for computer instruction, music, and outdoor education.

The following professional development activities were specifically mentioned by respondents:

1. Three-day workshops on clinical supervision, sponsored by Alberta Education,
2. Teacher Expectations and Student Achievement (TESA) Program,
3. Project TEACH,
4. Project PRIDE,
5. Teaching Through Learning Channels,
6. Effective Teaching for Higher Achievement (ASCD),
7. Madeline Hunter videotapes,
8. Mireau videotapes,
9. ATA Specialist Council Conferences,
10. ATA Regional Conferences,
11. District professional activities,
12. Staff meetings and functions,
13. Visits to other schools by interns, and
14. Out-of-Province conferences.

The three-day workshops, sponsored by Alberta Education and conducted by the University of Lethbridge, were mentioned most frequently. In general, activities provided at the local level were considered to be most beneficial for interns.

With regard to a question on professional development activities for the forthcoming year, more than 60% of those who responded indicated that all current activities would be continued. A few respondents, however, questioned the usefulness of some district- or school-sponsored activities. For example, the three-day clinical supervision workshop was thought to be excellent for school administrators but of limited value for interns. The ASCD workshop, a central office meeting of all interns, and out-of-system conferences were also criticized by isolated respondents.

Respondents stated that out-of-Province conferences and ATA-sponsored activities, external resource people, expensive materials (e.g., Mireau videotapes), and visits to other schools and districts would not have been possible

without the support of Alberta Manpower's professional development funding.

Professional Development for Supervising Teachers and Administrators

According to 65% of the respondents, systems provided no programs for developing supervisory skills among supervising teachers and school and district administrators. The remaining 35%, however, cited one or more of the following professional development activities:

1. Local inservice education,
2. Clinical supervision,
3. Fundamentals of Excellence workshop for principals,
4. TESA program,
5. Coaching model program, and
6. Effective Teaching for Higher Achievement program.

Consultation and Remediation

Responses to questions about the type and quality of consultation and remediation in schools ranged from the general to the specific. Most jurisdictions employed procedures for review of and consultation with interns, however there was no uniformity in procedures. The following list highlights a diversity of consultation and remediation activities provided to many interns:

1. Daily, informal consultation with co-operating teachers,
2. Regular consultative review of interns' performance,
3. Weekly, monthly, and quarterly formal reviews by school administrators, central office staff, and/or superintendents,
4. Clinical supervision,
5. University consultation,
6. Videotaping of lessons,
7. Regularly scheduled meetings of interns for mutual sharing of concerns, ideas, and experiences, and
8. Daily written feedback on interns' day books.

The forms of consultation and remediation that were thought to be most useful varied according to the particular needs of interns. Most frequently, respondents considered that the most helpful strategy was informal sessions with supervising teachers offering constructive advice and criticism. Sessions on classroom management and discipline, clinical supervision, the TESA program, and interschool visitation for idea exchange were also considered to be useful vehicles for consultation.

Certain aspects of the intern's work were common foci for remedial effort. These were:

1. Classroom management,
2. Planning and organization,
3. Discipline,
4. Student evaluation, and
5. Self evaluation.

Development of Professional Relationships

In most instances, activities to provide for the development of interns' professional relationships were not formally planned. School staff activities were cited most frequently as the major settings for establishing professional relationships. Activities included district orientation sessions, staff meetings, local professional development activities, socials, conventions, and conferences. Several respondents also commented that careful matching of teachers with interns provided outstanding opportunities for developing professional relationships through informal interaction.

Overall Benefit for Participants

According to 98% of the respondents, schools benefited substantially from the presence of interns. The injection of additional professional assistance was of particular value; as one respondent explained: "The teachers benefited greatly from having an intern in the classroom, mainly because of the exchange of ideas and materials." Indeed, all segments of the system benefited from the interns' exuberance, their excitement about teaching, and the wealth of new ideas they provided. Internship was especially valuable for the students; one respondent noted that "the students benefited greatly from the individual attention given them by the intern or the teachers who had more time to spend with them." Some of the reports also cited the development of supervising teachers' and administrators' supervisory skills as a source of long-term benefit.

With regard to the value of the ITP for interns themselves, 95% of respondents considered that their interns experienced sufficient growth to warrant continuation of the program on a permanent basis. A small number (3%) disagreed with this view, and an even smaller number (2%) were undecided. Most of these respondents (93%) also perceived that the internship will foster better teachers in the future. Here too, a small percentage (5%) felt otherwise, and a few (3%) were unsure about this matter.

Satisfaction with the ITP

Almost all respondents indicated that their central office staff, school administrators, co-operating teachers, and interns judged the Initiation to Teaching Project to be very successful. The following responses exemplify the attitudes expressed in 97% of the reports:

Learning was experienced not only by the intern and the children but by the teachers in each individual classroom. There was a continuing exchange of ideas which provided enrichment for the whole program.

A second professional person in the classroom often provided a more objective view of individual problems and their solutions.

The most positive feature of this intern program was to see how an individual could develop both confidence and effectiveness in teaching by having the support system and knowledge that there was someone who was willing to and wanted to help make this career an exciting one for the intern.

The benefits for staff and students--not just for interns--were mentioned frequently; interns' new ideas and their time to plan special lessons were seen as affording special benefits to schools. A small number of respondents made a special effort to express appreciation for having the opportunity to participate in the ITP, and they encouraged Alberta Education either to continue with the present arrangement or to develop a similar, compulsory project as an alternative. One commended the program as "an experiment for all North America to watch."

On the other hand, 3% of the respondents communicated their general dissatisfaction with their experience of the internship. They paid particular attention to the poor quality of some interns and to the paper-work demands of Alberta Education.

In spite of overall satisfaction with ITP, some systems were frustrated by their inability to offer full-time employment to interns following internship; the recruitment and loss of interns to other districts offering full-time employment was described as "disappointing." Other undesirable consequences of participation included: increased administrative workloads, a lack of professional development assistance by the universities and Alberta Education, difficulties with inservice activities for and evaluation of interns, low salaries for interns, failure to award interns credit toward permanent certification, inability to use interns as substitute teachers, and more generally, "other difficulties over which no one had any control."

Participation in 1986-87

Not only did systems and schools in this part of the study respond with enthusiasm to the Initiation to Teaching Project, but 92% indicated a desire to participate once again during the 1986-87 school year. A further 2% were undecided, and 6% stated that they would not participate, on account of school closures, lack of finance, and dissatisfaction with the scheme.

Problems and Proposals for 1986-87

When asked to anticipate potential difficulties for the ensuing year, only 20% of respondents offered comment. They referred to actual or potential problems associated with availability and retention of interns (particularly in rural locations), with increased administrative responsibilities, with the cost effectiveness of the program, and with the provision of professional development activities.

About a third of respondents (35%) also recommended changes for 1986-87. There was little consistent support for any of these suggestions, however, the following matters were mentioned:

1. Internship experience should count on the salary grid,
2. Internship should count toward permanent certification,
3. Living allowance should be granted to "northern students,"
4. More specific guidelines should be provided to assist in preparing programs for interns,
5. Roles of participants need to be clarified,
6. Universities should be involved in providing professional development activities,
7. Internship should be required of all beginning teachers,
8. Internship should be required for permanent certification, and a minimum period of internship should be specified,
9. Funding should be provided for professional development of supervising teachers and administrators,
10. Alberta Education should assume all costs,
11. Private ECS operators should be excluded from the ITP, and
12. Internship programs should be designed to reflect the needs of individual interns.

In response to specific questions on particular aspects of the ITP, 76% of respondents considered that internship should be a requirement for certification (21% disagreed; 3% were undecided), and 59% stated that internship should be a requirement for the B.Ed. degree (34% disagreed; 7% could not decide). In addition, 12% of the respondents indicated that the internship should become a part of the four-year B.Ed. program. Finally, a small number of respondents questioned the appropriateness of involving small rural districts in the ITP.

Summary

Based upon the foregoing findings from the 1985-86 Annual Evaluation Report Form responses, the following summary can be presented:

1. Interns tend to be selected on the basis of expertise and local need.
2. Some systems reassign interns after the first half year. This practice provides a variety of experiences but it can be disruptive for other than semester-organized schools.
3. Interns are usually involved in team teaching, and they often work with multiple supervisors. They are engaged in a wide variety of classroom instructional activities.
4. Flexible ITP guidelines allow systems to expose interns to a range of teaching and supervisory experiences. This flexibility is generally appreciated.
5. Most interns are encouraged to assume responsibility progressively.
6. Systems usually provide inservice activities for interns; the nature of these activities varies considerably among systems. A majority of systems considered the inservice education provisions for interns to be sufficiently worthwhile to warrant continuation in 1986-87.
7. Many supervising teachers and administrators receive no inservice assistance to develop supervisory skills.
8. Interns receive remedial and consultative assistance in many forms. Feedback and advice about matters such as classroom management, planning and organization, discipline, student evaluation, and self appraisal are usually provided in forms that suit individual interns; informal interaction with supervising teachers most often fulfills this intent.

9. In most cases, interns establish professional relationships informally, particularly through contact with supervising teachers and other staff members at school. Compatibility of interns with supervising teachers is important in this regard.

10. ITP has benefit for all concerned. It can contribute to the professional growth and quality of teaching of interns, provide opportunities and enthusiasm for exchange of ideas and teaching materials among teachers, extend the time available for contact with students, and help in developing the supervisory skills of administrators and supervising teachers.

11. Many changes could be made to improve the ITP. However, there is little agreement about the nature of those changes.

12. In spite of some administrative problems and undesirable features, the ITP is widely regarded as a worthwhile enterprise--one in which systems are keen to participate again.

APPENDIX A

INITIATION TO TEACHING PROJECT ANNUAL EVALUATION REPORT FORM

Note: The original report form provided space for responses to the open-ended questions.

INITIATION TO TEACHING PROJECT
ANNUAL EVALUATION REPORT FORM

As a result of experience gained in the introductory years of the Initiation to Teaching Project, a number of revisions may be warranted for the program. Local ITP evaluations will assist in determining how successful the Project has been and whether or not changes should be incorporated.

Answers to the following questions, based upon experiences in your jurisdiction, will constitute your ITP Annual Evaluation Report. You may want to refer some questions to others in your system for response. The deadline for submission of the completed form to your Regional Office of Education is July 31.

1. In order to develop a complete role definition for future education internship, all possible application of interns should be identified. How many intern teachers employed in your system? (Please elaborate as necessary to identify activities/classes/subjects your interns were assigned to.)

Check one or more:

- ☐ a) Team teaching with one teacher
- ☐ b) Team teaching with more than one teacher
- ☐ c) One-on-one instruction
- ☐ d) Small group instruction
- ☐ e) Teaching part of a split grade
- ☐ f) Teaching one subject in more than one grade
- ☐ g) Teaching more than one subject in one grade
- ☐ h) Teaching more than one subject in more than one grade
- ☐ i) ECS teaching
- ☐ j) Second language teaching
- ☐ k) Special education teaching
- ☐ l) Other (please specify)

2. Was your system plan for ITP sufficiently flexible? Please comment on exceptionally workable/unworkable components of your system plan, changes made during the year, etc.
3. How did your ITP program provide progressively greater responsibility for the intern(s)?

4. a) How did your ITP program provide for consultation/remediation as required by the intern(s)?
b) What specific type of consultation/remediation was found to be most needed or useful for your intern(s)?
5. a) Of the professional development activities provided your intern(s), what activities proved most useful/successful?
b) What professional development activities, if any, will not be repeated?
c) What professional development activities would not have occurred in your system had Alberta Manpower PD monies not been made available for intern inservice?
6. What provision/activity was undertaken in your system to provide for the "development of professional relationships" for the intern(s)?
7. Do you feel that your principals/teachers/students benefited, i.e., experience growth, as a result of having an intern in the school? If so, in what way?
8. What provision/activity was undertaken in your system to provide for "further development of professional skills of supervising teachers/principals?"
9. What do you feel was the single most interesting/exciting/positive feature of the ITP in your system?
10. What was the most discouraging/negative aspect?
11. Do you foresee any problems/concerns with ITP in your system for 1986-87? Please identify.
12. What aspects of ITP would you recommend changing for 1986-87?
13. a) Do you feel that your intern(s) experienced sufficient growth in the internship to warrant continuation of the program on a permanent basis?

- b) Do you feel that the internship will foster better teachers in the future?
- c) In your opinion, should internship be a requirement of certification?
- d) In your opinion, should internship be a requirement for the B.Ed. degree?

14. Will your system participate in ITP in 1986/87?

15. Additional comments.

Signature of Superintendent of Schools
Private School Principal or ECS Operator

Date

Name of School System, Private School
or Private ECS Operator

CHAPTER 10

CLASSROOM OBSERVATION STUDY

TABLE OF CONTENTS

	Page
Introduction and Overview	515
Review of Related Research.	515
Training of Observers	518
Phase One (1985)	519
Phase Two (1986)	519
The observers	519
Interrater reliability	520
Observers' log books	520
Research Design	521
Appraisal of the design	526
Findings	527
Results of Primary Analysis	527
Results of Secondary Analysis	533
Results of Tertiary Analysis	533
Discussion	543
Conclusions	544
Implications	544
Government	544
School Districts and Schools	544
Faculties of Education	545
The Research Community	545
References	547
Appendix. Teaching Strategies Included in the Classroom Observation Record	555

LIST OF TABLES

Table		Page
10.1	Interrater Reliabilities (Field Tests) for the 1986 Phase	520
10.2	The Sample Design	521
10.3	1985 and 1986 Samples by University Where B.Ed. Was Earned	524
10.4	Analysis of Grade Point Averages	525
10.5	Comparison of Beginning Teachers (Combined) and Former Interns	529
10.6	Longitudinal Comparison of Classroom Observation Record Scores of 1986 Beginning Teachers Who Had Been Interns in 1985	530
10.7	Longitudinal Comparison of Classroom Observation Record Scores of 1986 Second-Year Teachers Who Had Been Beginning Teachers in 1985	531
10.8	Comparison of 1986 Former Interns with 1985 Beginning Teachers	532
10.9	Comparison of 1986 Former Interns with 1986 Beginning Teachers	534
10.10	Comparison of 1985 Interns and 1985 Beginning Teachers	535
10.11	Analysis of Variance across Grade Levels .	537
10.12	Teaching Performance across Subject Area .	538
10.13	Significance of Pearson Correlation Coefficients of GPA and Practicum Grade with Teaching Strategies (University of Lethbridge)	539
10.14	Significance of Pearson Correlation Coefficients of GPA and Practicum Grade with Teaching Strategies (University of Calgary)	540
10.15	Significance of Pearson Correlation Coefficients of GPA and Practicum Grade with Teaching Strategies (University of Alberta)	541

Table		Page
10.16	Summary, for the Three Alberta Universities, of Significant Correlation Coefficients of GPA and Practicum Grades with Teaching Strategies	542

LIST OF FIGURES

Figure		Page
10.1	Relationship of Teaching Strategies to the Research Literature	517
10.2	Design of the Observation Study	522
10.3	Summary of Comparisons among Groups (Primary Analysis)	528
10.4	Summary of Results of Analyses	536

CLASSROOM OBSERVATION STUDY

Introduction and Overview

The Evaluation of the Initiation to Teaching Project included a two-year classroom observation component. A preliminary report in January, 1986 provided information on the first phase of the observation study. The data obtained during that first phase were collected by a team of trained observers during the months of November and December, 1985. Data for the second phase were collected in October, November and early December, 1986.

This chapter presents the final report of both years of the classroom observation component. It comprises the following sections: (1) Review of related research, (2) Observer training, (3) Research design, (4) Findings, (5) Conclusions, and (6) Implications. An Appendix, listing the items in the Classroom Observation Record used by observers, is also presented.

Review of Related Research

The data collection approach used in this study stems from work conducted at the Centre for Research in Teaching, Faculty of Education, University of Alberta, particularly from the large-scale study labelled Project QUEST (Quasi-Experimental Study of Teaching) (MacKay, 1979). The teaching strategies on which Project QUEST focussed were those which had been identified in earlier work at the University of Alberta, as well as in large-scale studies conducted by Gage and his colleagues at Stanford and by Brophy, Good, Evertson and others at Texas (American Institute for Research, 1976; Anderson & Brophy, 1976; Anderson, Evertson & Brophy, 1978b; Bennett, 1976; Brophy & Evertson, 1973, 1974, 1978; Calfee & Calfee, 1976; Conners, 1978; Crawford & Gage, 1977; Eggert, 1977; Evertson & Brophy, 1978; Evertson, Anderson & Brophy, 1978; Fasano, 1977; Lambert & Hartsough, 1976; McDonald & Elias, 1976; MacKay, 1978; MacKay and Marland, 1978; Mahen, 1977; Marland, 1977; Muttart, 1977; Rohr, 1975; Soar, 1973, 1977, 1978; Stallings & Kaskowitz, 1972-3; Wright, 1975).

Among the key findings in Project QUEST were the following:

1. A large number of the observed teaching strategies were significantly correlated with achievement test scores in reading and mathematics.

2. The in-service education treatment of teachers between a pretest and posttest set of observations (5 observations per teacher at each stage) had a significant effect on classroom performance. The teaching strategies were "alterable variables."

More important than the results of this one study is their consistency with those reported in the other large scale studies conducted at Texas and Stanford. In particular, the effects of in-service treatment were very much in harmony with those reported by Crawford and Gage (1977).

In early 1986, publication of the Third Edition of The Handbook of Research on Teaching (Wittrock, 1986) provided a complete review and update of the research literature. Much of the relevant material in that book had been available to a member of the study team in draft manuscript form before Phase One of this study was launched.

A review of the chapters on teacher education, measurement of teaching and, especially, teacher behavior, provided further evidence to support the choice of variables used in this study. The following points summarize this recent body of literature.

1. Consistency and replication of variables and findings are as important as the findings of individual studies. It should be noted that, in the report on Project QUEST, MacKay (1979) had argued:

From a meta-analytic perspective, the results may be even more valuable than was suggested by the comments presented above. . . . For instance, using the criterion suggested by the Stanford group, all of the strategies used in our study [QUEST] become significant. . . . Moreover when the Project QUEST findings are compared with those reported in the Texas Junior High School Study, there is consistent agreement between the two sets of results.

2. The following variables have been consistently related to student achievement:

- a. pacing of instruction;
- b. time on task;
- c. clear expectations for student performance;
- d. well organized and planned activities;
- e. smooth-running academic activities;
- f. brief and orderly transitions;
- g. compliance, by students, with teacher's directions;
- h. clear sets of procedures and rules;
- i. teacher awareness;
- j. teacher ability to deal with several activities;
- k. momentum;

- l. variety of materials used;
- m. clarity of teacher communications;
- n. use of sustaining feedback;
- o. appropriate mixture of question types; and
- p. warmth and empathy.

In Figure 10.1, these variables identified as important in the research literature are shown in juxtaposition with the variables used in the present study.

Variables in the Research Literature	Variables Used in Internship Study (#s on COR)*
(a) Pacing	16, 17
(b) Time on task	12
(c) Clear expectations	9, 6, 11
(d) Well organized and planned	4, 5, 10
(e) Smooth-running	15
(f) Brief transitions	13
(g) Compliance	3, 8
(h) Clear procedures	17, 1
(i) Awareness	2
(j) Several activities	4
(k) Momentum	16
(l) Variety	14
(m) Clarity	18, 19
(n) Sustaining feedback	21
(o) Appropriate questions	20, 22
(p) Warmth and empathy	23, 24, 25, 26

*Classroom Observation Record (MacKay, 1985)

Figure 10.1

Relationship of Teaching Strategies to the Research Literature

The studies on which this summary is based (Alexander et al., 1979; Anderson et al., 1981; Bennett et al., 1981; Berliner et al., 1978; Cooley & Leinhardt, 1980; Doyle, 1983; Evertson et al., 1980; Fitz-Gibbon & Clark, 1982; Gage, 1983; Good & Grouws, 1981; MacKay, 1979; Rosenshine, 1983; Webb, 1980) covered a wide range of subject areas, grade levels and contexts (e.g., socio-economic status). Using the criteria of consistency and replication, it can be claimed that the variables used in this study are well-founded in previous research and represent an appropriate measure of teacher performance. (The 26 teaching strategies are listed in the Appendix.

The form used to record observers' ratings had been developed just before the present evaluation project was commissioned; it is known as the Classroom Observation Record (COR) (MacKay, 1985).

While Project QUEST had focussed on experienced classroom teachers, another study conducted by the Centre for Research on Teaching at the University of Alberta examined changes in performance resulting from the eight-week student teaching experience. This study was conducted by CRT in cooperation with the Office of the Assistant Dean (Evaluation) of the Faculty of Education, University of Alberta. In published reports of the results (Ratsoy, 1980; Ratsoy and Sloan, 1981), there was found to be a statistically significant overall increase in observer ratings of student teachers on 19 of the 26 strategies. There was also some indication that contextual variables such as grade level and subject area affected the rate of growth in teaching performance. Because observations had been conducted at several different points during the eight-week period of the practicum, it was possible to examine the pattern of change over time in that study. On that point, there was some evidence to suggest that change was not necessarily continuous in a particular direction; in fact, there may be some valleys as well as peaks or plateaus in teaching performance over time.

More recently, a group of graduate students enrolled in courses on teacher evaluation in the Department of Educational Administration, University of Alberta collected classroom data on a sample of the interns employed during 1985-86 by the Edmonton Public School Board. During the early Fall of 1985, the observers were trained on the 26 strategies of the Classroom Observation Record. During the Fall and Winter of 1985 they collected pretest and posttest observational data on 24 Interns. For both the pre- and posttests, three different observations were obtained on each intern. The results of that study (MacKay and Bentley, 1986) showed that, across grade levels, there were significant gains on 12 of the 26 teaching strategies. There were no strategies on which performance declined.

Training of Observers

Since observations were to be made in various parts of the province, for each of the two phases, Fall 1985 and Fall 1986, observers were identified in Lethbridge, Calgary, Three Hills, Barrhead and Grande Prairie as well as Edmonton. Although this posed a problem for training the observers, data collection was facilitated.

Phase One (1985)

For Phase One, in 1985, nine observers were trained by a member of the research team over a five-day period at the University of Alberta in Edmonton. Videotapes developed by Dr. Laurie Mireau for the Alberta Department of Education were used as the basic set of curriculum materials. In the preliminary report (MacKay, 1986) on the observation study, it was noted that, during training in November 1985, observers achieved interrater reliability percentages ranging from 90% to 100%. During the data collection period, interrater reliability checks were carried out for each of the nine observers. The five sets of comparisons ranged from 89% to 100% which is well above the 70-80% level usually expected in studies of this type. While observer agreement is only one aspect of reliability, it was the one measure which was relatively easy to obtain in this study and, therefore, served as a very useful indicator of the quality of measurement of classroom procedures.

Phase Two (1986)

Training of the classroom observers for the 1986 phase of the study was carried out during the four-day period October 20-October 23, 1986. During the first three days the nine observers joining the project for the first time were trained. As was the case in 1985, the videotapes developed for Alberta Education by Dr. Laurie Mireau were used. The training was carried out a member of the evaluation team. The rating system was identical to the one used in Phase One of the study and data were recorded on the Classroom Observation Record (COR). On the final day of training (October 23), three of the observers who had worked on the Phase One evaluation joined the group after a brief session designed to review the observation system and to provide a refresher course on the observation skills.

The observers. All of the observers had previous experience in various types of research projects and nearly all were certificated teachers. At least four of the new group of nine had had considerable experience in classroom observation in connection with their roles as supervisors of student teachers and/or of classroom teachers. Two of the newcomers had completed doctoral dissertations using data from classroom observations. The total group of 12 observers included seven with doctoral degrees; the remainder had post-graduate degrees in education or other social science disciplines and one of these was nearing completion of the doctorate.

Interrater reliability. During training, interrater reliabilities ranged from approximately 80% to 100%. During the last training session when all twelve observers participated, an over-all interrater reliability computation was carried out. This showed a reliability level of over 80%.

During data collection in the field, each person was paired with one of the other observers for one observation. The Interrater Reliability (IRR) coefficients obtained during these reliability checks are reported in Table 10.1.

Table 10.1
Interrater Reliabilities (Field Tests) for
the 1986 Phase

Observer Pairs	n Agreement	%
01 & 04	26	100%
11 & 07	24	92%
06 & 02	26	100%
03 & 12	26	100%
05 & 10	26	100%
08 & 09	18	73%

The data show a range of 73% to 100%. Coupled with the IRR coefficients during the training period, these data indicate that, as was the case in 1985, an extremely high level of reliability was obtained.

Observers' log books. During both the 1985 and 1986 phases, the observers prepared field notes which were intended to describe any conditions which might have an effect on their observations.

While there were numerous pieces of interesting information and rich data in the observers' field notes, there were no indications that any local contextual conditions affected the observers' ability to use the observation and recording system. Therefore, it can be concluded that the field notes served a valuable purpose because one can be confident that conditions for observation were "normal" rather than "unusual." There were certainly

wide ranges of settings, subject areas, class sizes, and environments; but nothing judged to be so unusual as to be ruled "outside the realm" of classrooms in Alberta.

Research Design

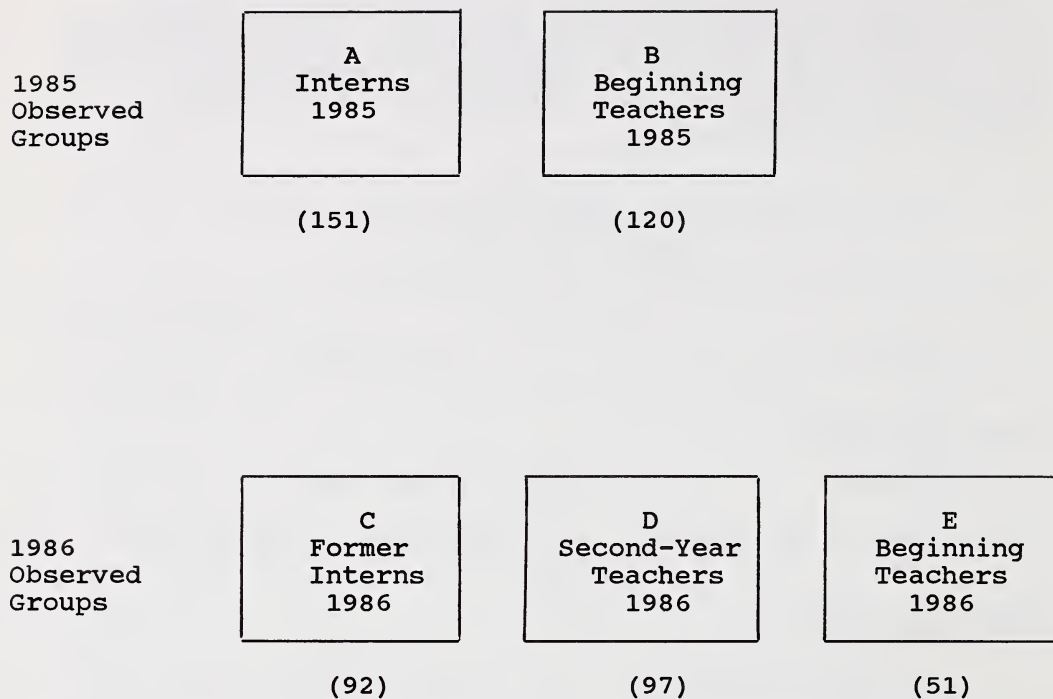
In both the 1985 and 1986 phases of the observation study, stratified (by grade level) random samples of interns and teachers were selected. The design, presented graphically in Figure 10.2, included the five groups identified in Table 10.2.

Table 10.2
The Sample Design

Group	Descriptor	n
<u>Phase One (1985)</u>		
1. Interns	Interns 1985	151
2. Beginning teachers	Beginning teachers 1985	120
<u>Phase Two (1986)</u>		
3. Beginning teachers who had been interns	Former interns 1986	92
4. Second-year teachers who had been beginning teachers in 1985	Second-year teachers 1986	97
5. Beginning teachers with no previous experience	Beginning teachers 1986	48

The design does not fall neatly into any one of the experimental designs described by Campbell and Stanley (1963). It is, rather, an interesting combination of two designs, each with its own strengths. The two interwoven designs are:

1. One-Group Pretest-Posttest Design (Campbell and Stanley's Design #2). This design is evident in the following comparisons: (a) interns 1985 and former interns 1986; and (b) beginning teachers 1985 and second-year teachers 1986.



Comparisons made: A-B; A-C; B-C; B-D; C-E, C-(B+E)

Figure 10.2
Design of the Observation Study

2. Posttest-Only Control Group Design (Campbell and Stanley's Design #6). This design is evident in the following analyses: (a) comparison of former interns 1986 with the combined groups of beginning teachers 1985 and 1986 without previous teaching experience; and (b) comparison of former interns 1986 with each of the two groups of beginning teachers.

With respect to Design #6, Campbell and Stanley (1963) have this to say:

Nonetheless, the most adequate all-purpose assurance of lack of initial biases between groups is randomization. . . . Furthermore, in educational research . . . we must frequently experiment with methods for the initial introduction of entirely new subject matter, for which pretests in the ordinary sense are impossible.

For this design, Campbell and Stanley conclude that the t-test is the "optimal" technique for statistical analysis.

Design #6 is relevant to this study because there was no possibility of obtaining data on teaching performance levels of the 1985 interns or beginning teachers before September of 1985. In that sense, pretest data "in the ordinary sense are impossible."

According to Campbell and Stanley, Design #6 controls for all eight factors which might affect internal validity (history, maturation, testing, instrumentation, regression, selection, mortality and interaction effects).

In Tables 10.3 and 10.4 information about a number of variables describing the background of the interns and beginning teachers is provided. Specifically, information is provided on the following matters: (1) universities at which members of the 1985 and 1986 samples obtained their teacher preparation; and (2) analysis of the grade point averages (GPA) of interns and beginning teachers in the 1985 sample. (These data were made available by the three Alberta universities in the study.) As the data in Table 10.3 indicate, there was, for the University of Alberta, information on the combined last two years and the practicum; for the University of Calgary, similar information was available and scores on the major practicum were also available. For the University of Lethbridge, information was available on overall GPAs as well as on practicum scores.

This information, which pertains to the question of equivalence of the "experimental" and the "control" groups, can be summarized as follows:

1. Slightly more than half of the sample, in each of the two years, was comprised of University of Alberta

Table 10.3
1985 and 1986 Samples by University Where B.Ed. Was Earned

Sample Classification	Number of Students										
	U of Alberta		U of Calgary		U of Lethbridge		Other		No B.Ed.		Total
	n	%	n	%	n	%	n	%	n	%	n
1985											
Interns	79	52.3	50	33.1	13	8.6	3	2.0	6	4.0	151
Beginning teachers	69	57.5	18	15.0	14	11.7	14	11.7	5	4.1	120
Total	148	54.6	68	25.1	27	10.0	17	6.3	11	4.1	271
1986											
Former interns	47	51.1	29	31.5	5	5.4	1	1.1	10	10.9	92
Second-year teachers	55	56.7	10	10.3	11	11.3	13	13.4	8	8.2	97
Beginning teachers	20	41.7	7	14.6	5	10.4	6	12.5	10	20.8	48
Total	122	51.5	46	19.4	21	8.9	20	8.4	28	11.8	237

Table 10.4
Analysis of Grade Point Averages

University of Alberta

1985	Overall GPA (9-point scale)	Practicum (5-point scale)
Interns (n = 79)	6.8	4.1
Beginning teachers (n = 64)	7.1	4.4
Probability of t	.01	.006
1985 & 1986		
Interns 1985 (n = 79)	6.8	4.1
Beginning teachers 1985 (n = 64)	7.1	4.4
Beginning teachers 1986 (n = 22)	6.8	4.4
Probability of F	.05	.004
Result of Scheffé Test	2>1	3>1;2>1

University of Calgary

1985	Overall GPA (4-point scale)	Practicum (4-point scale)
Interns (n = 46)	2.9	3.3
Beginning teachers (n = 17)	2.9	3.6
Probability of t	.86	.06

University of Lethbridge

1985	Overall GPA (4-point scale)	Practicum (4-point scale)
Interns (n = 12)	3.0	3.2
Beginning teachers (n = 13)	3.3	3.6
Probability of t	.06	.008

graduates, whereas 19 to 25% were from the University of Calgary and approximately 10% were from the University of Lethbridge.

2. The beginning teacher groups had higher scores (most were statistically significant at the .05 level) on the GPA and the practicum.

Appraisal of the design. The main features of the design conformed with those specified in the Request for Proposals (RFP) prepared by the Planning and Research Branch of Alberta Education. The nature of the experimental and control groups, the number of subjects in each group and the number of observations (one observation per classroom in each of the two phases as specified in the RFP) were, in a real sense, imposed on the evaluation team from the outset. It seems important, therefore, to reflect on the advantages and/or disadvantages of such a design.

Certainly the existence of an experimental "treatment" group (the 1985 interns who became first-year teachers in 1986) and a comparison or "control" group (1985 beginning teachers who continued as second-year teachers in 1986) provided a strong design. On the checklist presented by Campbell and Stanley, this design deals very well with the factors affecting internal validity. So, in a general and fundamental sense, the design required by Alberta Education was of high quality.

What then of the single observation specified for each of the two phases? While there are so-called "rules of thumb" in the literature on measurement of teaching (e.g., some studies have specified 5-10 observation sessions as a sufficient and necessary number for reliability and representativeness), there is little in the way of an empirical basis for an answer to this question. Rowley (1976, 1978) claimed that increasing the number of independent samples of behavior produces a more representative set of data. Intuitively, it can also be argued that, from a sampling design perspective, greater representativeness can be obtained by observing a particular teacher at different times of day, in different subject areas, in different instructional contexts (e.g., review lessons as compared with presentation of new material) and so on. There is clear evidence from the Texas studies (Emmer et al., 1980) that one can expect different teacher behaviors on classroom management and procedural variables in, say, September than later on in the school year.

It can be concluded, on these grounds that the single visit feature of the Alberta Education design is a flaw in the design of this component of the study. On a more positive note, the timing of the two phases so that the two sets of data were collected at approximately the same time

periods in two consecutive school years and, as well, the inclusion of an additional comparison group (1986 first-year teachers) helped to offset the problems of inconsistency or instability of individual teacher performance.

Findings

The results of three sets of analyses are reported in this section:

1. Results of the comparisons described in the foregoing section on research design. This is the primary analysis of data from the classroom observation component.

2. Results of analyses based on subdivisions of the groups by grade level and subject area taught. This is a secondary level of analysis.

3. Summary information on an extensive analysis in which a large number of contextual and demographic variables were considered. The detailed results are presented in one of the supplementary Data Books that were prepared for the classroom observation component. This set of analyses may be described as the tertiary level of analysis.

Results of Primary Analysis

Figure 10.3 provides a summary of the primary analysis.

The results of analysis 2(a) are presented in Table 10.5. There were significant differences at the .05 level or beyond (indeed, most were well beyond the .01 level) between the two groups (former interns and combined beginning teacher group) on 20 of the 26 variables measured in the observation study. In all of these 20 cases, as well as on the 6 variables where the difference was not statistically significant, the teachers who had been interns in 1985-86 performed better than the teachers who had not been interns.

In Table 10.6, the results of analysis 1(a) are presented. For 22 of the 26 teaching strategies, the intern group showed significant increases from the pretest to the posttest. In all 26 strategies, the scores for 1986 were higher than for 1985.

Results of analysis 1(b) are shown in Table 10.7. The results show a significant increase for the beginning teacher 1985 group on 23 of the 26 strategies.

Analysis 2(b)(i) resulted in the figures displayed in Table 10.8. On 21 of the 26 strategies, the former interns had higher ratings than the 1985 comparison group of beginning teachers.

Analysis #	Comparison
1 (a)	Interns 1985 and Former Interns 1986
(b)	Beginning Teachers 1985 and Second-Year Teachers 1986
2 (a)	Former Interns 1986 and combined Beginning Teachers (1985 and 1986) groups
(b)	i. Former Interns 1986 and Beginning Teachers 1985 ii. Former Interns 1986 and Beginning Teachers 1986
3	Interns 1985 and Beginning Teachers 1985

Figure 10.3
Summary of Comparisons among Groups
(Primary Analysis)

Table 10.5
Analysis 2(a)
Comparison of Beginning Teachers (Combined) with
Former Interns

Teaching Strategy	Means		Probability (<u>t</u> -test)
	Combined Beginning Teachers (n = 168)	Former Interns (n = 92)	
1. Rules and routines	3.2	3.7	.000*
2. Awareness	3.2	3.5	.002*
3. Preventative	3.1	3.5	.000*
4. Directed action	3.2	3.7	.000*
5. Low key responses	2.9	3.5	.000*
6. All listening	3.1	3.5	.002*
7. Overlappingness	3.1	3.6	.000*
8. Compliance	3.1	3.7	.000*
9. Monitoring	3.3	3.7	.000*
10. Planned activities	3.5	3.7	.018*
11. Shared purpose	3.0	3.5	.000*
12. Optimized learning time	3.2	3.5	.004*
13. Signal to begin	3.1	3.5	.000*
14. Variety of techniques	3.3	3.5	.102
15. Smooth flow	3.2	3.6	.001*
16. Pace of lesson	3.3	3.6	.016*
17. Minimum directions	3.2	3.6	.000*
18. Appropriate level of communication	3.4	3.8	.000*
19. Clear information	3.4	3.7	.003*
20. Questioning distribution	3.2	3.6	.001*
21. Questioning clues	3.2	3.4	.083
22. Level of questions	3.2	3.3	.337
23. Praise	3.4	3.4	.627
24. Expectations	3.2	3.4	.065
25. Caring	3.5	3.8	.003*
26. Responsiveness	3.5	3.6	.481

*Significant at the .05 level or beyond

Table 10.6

Analysis 1(a)
Longitudinal Comparison of Classroom Observation Record
Scores of 1986 Beginning Teachers Who Had Been Interns
in 1985

Teaching Strategy	Means		Probability (t-test)
	Interns 1985 (n=151)	Former Interns 1986 (n=92)	
1. Rules and routines	3.2	3.7	.000*
2. Awareness	3.1	3.5	.000*
3. Preventative	2.9	3.5	.000*
4. Directed action	3.1	3.7	.000*
5. Low key responses	2.9	3.5	.000*
6. All listening	3.1	3.5	.001*
7. Overlappingness	3.1	3.5	.000*
8. Compliance	3.1	3.7	.000*
9. Monitoring	3.3	3.7	.000*
10. Planned activities	3.5	3.7	.006*
11. Shared purpose	2.9	3.5	.000*
12. Optimized learning time	3.2	3.5	.000*
13. Signal to begin	3.1	3.5	.000*
14. Variety of techniques	3.3	3.5	.037*
15. Smooth flow	3.2	3.6	.000*
16. Pace of lesson	3.3	3.5	.013*
17. Minimum directions	3.0	3.6	.000*
18. Appropriate level of communication	3.3	3.8	.000*
19. Clear information	3.4	3.7	.003*
20. Questioning distribution	3.2	3.7	.002*
21. Questioning clues	3.3	3.5	.375
22. Level of questions	3.1	3.4	.171
23. Praise	3.3	3.4	.332
24. Expectations	3.1	3.4	.122
25. Caring	3.2	3.8	.000*
26. Responsiveness	3.3	3.6	.011*

*Significant at .05 level or beyond

Table 10.7

Analysis 1(b)
 Longitudinal Comparison of Classroom Observation Record
 Scores of 1986 Second-Year Teachers Who Had Been
 Beginning Teachers in 1985

Teaching Strategy	Means		Probability (<u>t</u> -test)
	Beginning Teachers 1985 (n=120)	Second Year Teachers 1986 (n=97)	
1. Rules and routines	3.2	3.9	.000*
2. Awareness	3.1	3.8	.000*
3. Preventative	3.1	3.8	.000*
4. Directed action	3.1	3.7	.000*
5. Low key responses	2.9	3.7	.000*
6. All listening	3.2	3.7	.000*
7. Overlappingness	3.1	3.6	.000*
8. Compliance	3.1	3.8	.000*
9. Monitoring	3.3	3.8	.000*
10. Planned activities	3.6	3.9	.000*
11. Shared purpose	3.0	3.5	.000*
12. Optimized learning time	3.3	3.7	.000*
13. Signal to begin	3.2	3.7	.000*
14. Variety of techniques	3.4	3.7	.002*
15. Smooth flow	3.3	3.7	.000*
16. Pace of lesson	3.4	3.7	.000*
17. Minimum directions	3.1	3.6	.000*
18. Appropriate level of communication	3.3	3.8	.000*
19. Clear information	3.4	3.7	.000*
20. Questioning distribution	3.2	3.7	.000*
21. Questioning clues	3.3	3.5	.066
22. Level of questions	3.3	3.5	.176
23. Praise	3.5	3.5	.402
24. Expectations	3.1	3.7	.000*
25. Caring	3.4	3.9	.000*
26. Responsiveness	3.5	3.9	.000*

*Significant at .05 level or beyond

Table 10.8
Analysis 2(b)(i)
Comparison of 1986 Former Interns with
1985 Beginning Teachers

Teaching Strategy	Means		Probability (<u>t</u> -test)
	1985 Beginning Teachers (n=120)	1986 Beginning Teachers with Internship (n=92)	
1. Rules and routines	3.1	3.7	.000*
2. Awareness	3.1	3.5	.000*
3. Preventative	2.9	3.5	.000*
4. Directed action	3.1	3.7	.000*
5. Low key responses	2.8	3.5	.000*
6. All listening	3.1	3.5	.000*
7. Overlappingness	3.1	3.6	.000*
8. Compliance	3.0	3.7	.000*
9. Monitoring	3.2	3.7	.000*
10. Planned activities	3.5	3.7	.027*
11. Shared purpose	3.0	3.5	.000*
12. Optimized learning time	3.2	3.5	.004*
13. Signal to begin	3.2	3.5	.001*
14. Variety of techniques	3.3	3.5	.104
15. Smooth flow	3.2	3.6	.001*
16. Pace of lesson	3.3	3.6	.011*
17. Minimum directions	3.1	3.6	.000*
18. Appropriate level of communication	3.3	3.8	.000*
19. Clear information	3.4	3.7	.004*
20. Questioning distribution	3.2	3.6	.002*
21. Questioning clues	3.3	3.4	.152
22. Level of questions	3.2	3.3	.531
23. Praise	3.4	3.4	.670
24. Expectations	3.2	3.4	.049*
25. Caring	3.4	3.8	.000*
26. Responsiveness	3.5	3.6	.316

*Significant at .05 level or beyond

In Table 10.9, the results of the comparisons 2(b)(ii) of the former interns 1986 with the beginning teacher 1986 group are presented. The results show that there were significant differences at the .05 level on 5 of the 26 strategies and that on all but one of the strategies the former interns had higher scores than did the beginning teachers in 1986.

Table 10.10 exhibits the results of an analysis carried out at the end of the 1985 phase of the study. The comparison here (#3) was between the interns and the beginning teachers who were observed in the pretest phase. These results show that there were no significant differences, on any of the 26 strategies, between the two 1985 groups.

Figure 10.4 summarizes the results of these primary analyses.

Results of Secondary Analysis

The results of the secondary analysis across the four sets of grade level groupings are presented in Table 10.11. While analyses were conducted for all groups in the sample design (see Figure 10.2), only the results for all combined groups are presented in Table 10.11. Indeed, the analysis for each of the five sample groups showed no significant differences, in scores on the teaching strategies, across grade levels.

The results displayed in Table 10.11 show that, on four of the 26 strategies, there were significant differences at the .10 level among grade-level groups. In each case, the K-3 group had significantly higher ratings than one or another of the other grade-level groups.

Results of Tertiary Analysis

This third level of analysis dealt with the following variables and their relationship to scores on the COR:

- (1) subject area taught during the observed lessons; and
- (2) grade point average. The results were as follows:

1. On five of the 26 teaching strategies there were significant differences across subject areas. In every one of these five cases, social studies teachers had significantly lower ratings (Table 10.12).

2. Details of the analysis of correlations between GPA and practicum scores with the 26 teaching strategies are provided, for the three Alberta universities, in Tables 10.13, 10.14 and 10.15, and a summary of the results appears in Table 10.16.

Table 10.9
Analysis 2(b)(ii)
Comparison of 1986 Former Interns with
1986 Beginning Teachers

Teaching Strategy	Means		Probability (t -test)
	1986 Beginning Teachers with no Internship (n=48)	1986 Beginning Teachers with Internship (n=92)	
1. Rules and routines	3.4	3.7	.011*
2. Awareness	3.5	3.5	.675
3. Preventative	3.3	3.5	.236
4. Directed action	3.5	3.7	.173
5. Low key responses	3.3	3.5	.147
6. All listening	3.3	3.5	.233
7. Overlappingness	3.2	3.6	.004*
8. Compliance	3.4	3.7	.013*
9. Monitoring	3.5	3.7	.223
10. Planned activities	3.5	3.7	.088
11. Shared purpose	3.0	3.5	.009*
12. Optimized learning time	3.3	3.5	.084
13. Signal to begin	3.1	3.5	.007*
14. Variety of techniques	3.4	3.5	.345
15. Smooth flow	3.3	3.6	.073
16. Pace of lesson	3.4	3.6	.312
17. Minimum directions	3.4	3.6	.125
18. Appropriate level of communication	3.6	3.8	.296
19. Clear information	3.4	3.7	.085
20. Questioning distribution	3.3	3.6	.056
21. Questioning clues	3.2	3.4	.168
22. Level of questions	3.1	3.3	.363
23. Praise	3.3	3.4	.566
24. Expectations	3.2	3.4	.307
25. Caring	3.8	3.8	.669
26. Responsiveness	3.6	3.6	.987

*Significant at .05 level or beyond

Table 10.10

Analysis 3
Comparison of 1985 Interns and 1985 Beginning Teachers

Teaching Strategy	Significance
1. Rules and routines	NS
2. Awareness	NS
3. Preventative	NS
4. Directed action	NS
5. Low key responses	NS
6. All listening	NS
7. Overlappingness	NS
8. Compliance	NS
9. Monitoring	NS
10. Planned activities	NS
11. Shared purpose	NS
12. Optimized learning time	NS
13. Signal to begin	NS
14. Variety of techniques	NS
15. Smooth flow	NS
16. Pace of lesson	NS
17. Minimum directions	NS
18. Appropriate level of communication	NS
19. Clear information	NS
20. Questioning distribution	NS
21. Questioning clues	NS
22. Level of questions	NS
23. Praise	NS
24. Expectations	NS
25. Caring	NS
26. Responsiveness	NS

NS = Differences between groups are not significant

1985 interns: n = 151

1985 beginning teachers: n = 120

Analysis #	Table #	Results
1 (a)	4	Former interns significantly higher on 22 strategies
(b)	5	Second-year teachers significantly higher on 23 strategies
2 (a)	3	Former interns significantly higher on 20 strategies
(b) (i)	6	Former interns significantly higher on 21 strategies
(b) (ii)	7	Former interns significantly higher on 5 strategies
3	8	No significant differences on any strategies

Figure 10.4
Summary of Results of Analyses

Table 10.11
Analysis of Variance across Grade Levels*
(n=224)

Teaching Strategy	Result
1. Rules and routines	1>3 **
2. Awareness	NS
3. Preventative	NS
4. Directed action	NS
5. Low key responses	NS
6. All listening	NS
7. Overlappingness	1>2 **
8. Compliance	NS
9. Monitoring	NS
10. Planned activities	NS
11. Shared purpose	NS
12. Optimized learning time	NS
13. Signal to begin	NS
14. Variety of techniques	1>4;1>3 **
15. Smooth flow	NS
16. Pace of lesson	NS
17. Minimum directions	NS
18. Appropriate level of communication	NS
19. Clear information	1>2 **
20. Questioning distribution	NS
21. Questioning clues	NS
22. Level of questions	NS
23. Praise	NS
24. Expectations	NS
25. Caring	NS
26. Responsiveness	NS

*Group 1 Grades K-3
Group 2 Grades 4-6
Group 3 Grades 7-9
Group 4 Grades 10-12

**Significant at the .10 level (Scheffé test)

Table 10.12

Teaching Performance across Subject Areas*
(n=114)

Teaching Strategy	Result
1. Rules and routines	NS
2. Awareness	NS
3. Preventative	NS
4. Directed action	NS
5. Low key responses	NS
6. All listening	NS
7. Overlappingness	NS
8. Compliance	NS
9. Monitoring	NS
10. Planned activities	NS
11. Shared purpose	NS
12. Optimized learning time	NS
13. Signal to begin	NS
14. Variety of techniques	1>5
15. Smooth flow	3>5
16. Pace of lesson	NS
17. Minimum directions	NS
18. Appropriate level of communication	NS
19. Clear information	2>5;1>5
20. Questioning distribution	4>5
21. Questioning clues	NS
22. Level of questions	4>5;1>5
23. Praise	NS
24. Expectations	NS
25. Caring	NS
26. Responsiveness	NS

*1 = Language Arts (n = 57)

2 = Mathematics (n = 11)

3 = Physical Education (n = 14)

4 = Science (n = 18)

5 = Social Studies (n = 14)

Table 10.13

Significance of Pearson Correlation Coefficients of GPA and Practicum Grade with
Teaching Strategies
(University of Lethbridge)

Item	GPA**			Practicum		
	Beginning Teachers (n = 13)	Interns (n = 12)	Combined (n = 25)	Beginning Teachers (n = 13)	Interns (n = 12)	Combined (n = 25)
1. Routines and rules	*		*			
2. Awareness						
3. Preventative						
4. Directed action						
5. Low key responses non-verbal						
6. All listening						
7. Overlappingness						
8. Compliance						
9. Monitoring						
10. Planned	*		*			*
11. Shared purpose	*					
12. Optimized learning time	*					
13. Signal to begin	*		*			
14. Variety			*			*
15. Smooth flow	*					
16. Pace						
17. Minimum direction	*		*			
18. Appropriate level of communication						
19. Clear information		*				
20. Questioning distribution						
21. Questioning clues						
22. Level of questions						
23. Praise						
24. Expectations						
25. Caring						
26. Responds to efforts						

* r is significant at the .05 level

** Overall GPAs

Table 10.14

Significance of Pearson Correlation Coefficients of GPA and Practicum Grade with
Teaching Strategies
(University of Calgary)

Item	GPA**			Practicum		
	Beginning Teachers (n = 17)	Interns (n = 36)	Combined (n = 53)	Beginning Teachers (n = 17)	Interns (n = 46)	Combined (n = 53)
1. Routines and rules						
2. Awareness			*			
3. Preventative						
4. Directed action		*	*			
5. Low key responses non-verbal	*			*		
6. All listening						
7. Overlappingness						
8. Compliance						*
9. Monitoring						
10. Planned						
11. Shared purpose						
12. Optimized learning time						
13. Signal to begin						
14. Variety	*			*		*
15. Smooth flow	*					
16. Pace						
17. Minimum direction						
18. Appropriate level of communication				*		*
19. Clear information	*		*			*
20. Questioning distribution						
21. Questioning clues						
22. Level of questions	*			*		
23. Praise						
24. Expectations						
25. Caring						
26. Responds to efforts						*

* r is significant at the .05 level

** Overall GPAs

Table 10.15

Significance of Pearson Correlation Coefficients of GPA and Practicum Grade with
Teaching Strategies
(University of Alberta)

Item	GPA**			Practicum		
	Beginning Teachers (n = 75)	Interns (n = 79)	Combined (n = 154)	Beginning Teachers (n = 75)	Interns (n = 79)	Combined (n = 154)
1. Routines and rules						
2. Awareness						
3. Preventative						
4. Directed action						
5. Low key responses non-verbal						
6. All listening						
7. Overlappingness	*					
8. Compliance						
9. Monitoring						
10. Planned	*					
11. Shared purpose			*			
12. Optimized learning time						
13. Signal to begin						
14. Variety						
15. Smooth flow						
16. Pace						
17. Minimum direction						
18. Appropriate level of communication						
19. Clear information						
20. Questioning distribution					*	
21. Questioning clues					*	
22. Level of questions					*	*
23. Praise						
24. Expectations						
25. Caring						
26. Responds to efforts						

* r is significant at the .05 level

** GPA of combined last two years of B.Ed.

Table 10.16

Summary, for the Three Alberta Universities, of Significant Correlation Coefficients
of GPA and Practicum Grades with Teaching Strategies
(Source: Tables 10.14, 10.15, 10.16)

Item	GPA			Practicum		
	Beginning Teachers	Interns	Combined	Beginning Teachers	Interns	Combined
1. Routines and rules	*		*			
2. Awareness			*			
3. Preventative						
4. Directed action		*	*			
5. Low key responses non-verbal	*			*		
6. All listening						
7. Overlappingness	*					
8. Compliance						*
9. Monitoring						
10. Planned	* ¹		*			*
11. Shared purpose	*		*			
12. Optimized learning time	*					
13. Signal to begin	*		*			
14. Variety	*		*	*		* ¹
15. Smooth flow	* ¹					
16. Pace						
17. Minimum direction	*		*			
18. Appropriate level of communication				*		*
19. Clear information	*		* ¹			*
20. Questioning distribution					*	
21. Questioning clues					*	
22. Level of questions	*			* ¹	*	*
23. Praise						
24. Expectations						
25. Caring						
26. Responds to efforts						

* r is significant at the .05 level

¹ Significant at two different Faculties

The two measures--GPA and practicum scores, obtained from university records, and the teaching strategy scores for the classroom observations in 1985 and 1986--were systematically related. As indicated in the summary in Table 10.16, GPAs were significantly related to Strategies #1, 2, 4, 5, 7, 10, 11, 12, 13, 14, 15, 17, 19 and 22. Scores on the practicum were significantly related to Strategies #5, 8, 10, 14, 18, 19, 20, 21 and 22.

Discussion

The findings show clearly that classroom experience as an intern or as a beginning teacher leads to significant improvement in teaching performance. Both types of experience produced impressive gains in ratings. This is especially important when one notes that the 26 strategies represent the best available research-based knowledge about teaching which "makes a difference" on such outcome variables as achievement scores in the "3Rs." Moreover, the strategies of "warmth" and "empathy" are very likely related to outcomes in the affective domain. In earlier research at the University of Alberta, particularly the work of Eggert (1977), there was strong evidence that these two process variables, warmth and empathy, were positively related to student attitudes toward their classrooms and to schooling. In one of the other studies in the group of six parallel studies (Fasano, 1977), there was evidence that these same process variables were related to a whole host of affective domain variables.

The research conducted at the Centre for Research on Teaching (i.e., Project QUEST and the studies of the extended practicum) showed that the practicum experience and, in the case of QUEST, intensive in-service training of practising teachers, can also produce significant gains in ratings by trained observers. If one looks for consistency and replication of findings, the results of this study take on considerable significance.

The one anomaly in all of the data reported above appears in Table 10.9: the comparison of former interns with the 1986 beginning teacher group produced significant results on only a handful of the strategies. Although all of the differences were in the expected direction, not many were significant. While these findings raise questions, they essentially do not offset the conclusions of the study which follow.

Conclusions

There is strong evidence for the following conclusions:

1. *The Initiation to Teaching Project was effective in improving the classroom teaching skills of interns.*
2. *A year of teaching experience as an intern or as a beginning teacher was effective in improving classroom teaching performance.*

Implications

Taken alone, the results of the classroom observation study have important implications for government, for school districts, for the faculties of education in Alberta and for the research community.

Government

The results show that government financial support for an internship program is warranted. Time in the classroom did have a positive effect on teaching strategies. Therefore, from a cost-effectiveness standpoint, policy makers have powerful evidence to support their decision to launch the Initiation to Teaching Project and, in the future, to sponsor programs and projects with similar objectives.

School Districts and Schools

At the levels of the school district and the individual school, the results show that the variables which are generally linked with the concept of "effective teaching" can be improved upon through an experience-based program. While it is not possible, from the observational study alone, to know the effects of supervision and professional development activities on the 26 strategies, one can suggest, given the in-service effects identified in Project QUEST (MacKay, 1979) and findings from the Crawford and Gage (1974) studies, that in-service activities are probably instrumental in improving performance. One can suggest, therefore, that, at the district and school levels, in-service programs focussing on teaching strategies should be a regular feature for beginning teachers and interns. The variables are "alterable" and, while time in the classroom is clearly a necessary condition for improved performance, it should be coupled with a supervisory and professional development program.

Faculties of Education

In their practica, their general and subject-area courses in curriculum and instruction, and particularly in their systems for consultation with and evaluation of "student teachers," the Alberta Faculties of Education should take account of the results of this study. Practicum experience should include versions in which a full 13 weeks of continuous experience is provided. Such a pattern would, in a sense, represent a "mini-internship." It is incumbent upon program planners in the Faculties to take serious account of the messages from this research and from the general field of research on teaching.

The Research Community

As mentioned above in the review of related literature, the research base for this study was drawn from numerous studies in the United States and from a small number of Alberta studies. Those Alberta studies depended very much on the contributions of a number of graduate students at the University of Alberta and on the work conducted at The Centre for Research on Teaching. In 1986-87, there remains a great need for further Alberta-based research on teaching in a variety of contexts and at different grade levels. The utility of research results is demonstrated in this component of the internship evaluation and, in the future, a two-pronged attack on the problem seems to be supportable. First, new initiatives for Alberta-based research should be taken in the form of financial support for such research. Secondly, well-planned and scholarly efforts to translate the results of research completed elsewhere into material that is useful for Alberta should be undertaken. It would appear that scholars and researchers at the Province's universities as well as professional developers and supervisors in the school jurisdictions and in the Alberta Teachers' Association should address these objectives on a cooperative basis.

References

- Alexander, L., Frankiewicz, R. & Williams, R. Facilitation of learning and retention of oral instruction using advance and post organizers. Journal of Educational Psychology, 1979, 71, 701-707.
- American Institute for Research. Impact of educational innovation on student performance: Project methods and findings for three cohorts. Executive summary. Palo Alto, California: American Institute for Research, 1976.
- Anderson, L. M. & Brophy, J. E. An experimental investigation of first grade reading group instruction. Report No. 76-3. Austin, Texas: Research and Development Center for Teacher Education, 1976.
- Anderson, L. M., Evertson, C. M. & Brophy, J. E. The first-grade reading group study: Technical report of experimental effects and process-outcome relationships. Volume I, Research Report No. 4071. Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1978a.
- Anderson, L. M., Evertson, C. M. & Brophy, J. E. Process-outcome relationships in the Texas junior high school study: High inference ratings of general behaviors. Research Report No. 4065. Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1978b.
- Anderson, L. M., Evertson, C. M. & Brophy, J. E. Principles of small-group instruction in elementary reading. Occasional Paper No. 58. East Lansing: Michigan State University, Institute for Research on Teaching, 1982.
- Armento, B. Teacher behaviors related to student achievement on a social science concept test. Journal of Teacher Education, 1977, 28, 46-52.
- Aspy, D. The effect of teacher-offered conditions of empathy, positive regard, and congruence upon student achievement. Florida Journal of Educational Research, 1969, 11, 39-48.
- Bennett, N. Teaching styles and pupil progress. Cambridge, Massachusetts: Harvard University Press, 1976.
- Bennett, N., Desforges, C., Cockburn, A. & Wilkinson, B. The quality of pupil learning experiences: Interim report. Lancaster, England: University of Lancaster, Centre for Educational Research and Development, 1981.

- Berliner, D., Fisher, C., Filby, N. & Marliave, R. Executive summary of Beginning Teacher Evaluation Study. San Francisco: Far West Laboratory, 1978.
- Brophy, J. E. & Evertson, C. M. Low-inference observational coding measures and teacher effectiveness. ERIC microfiche, ED 077 879, 1973.
- Brophy, J. E. & Evertson, C. M. Process-product correlations in the Texas teacher effectiveness study: Final report. Research Report No. 74-4. Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1974.
- Brophy, J. E. & Evertson, C. M. Process-product correlations in the Texas junior high school study: Low inference coding of specific behaviors. Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1978.
- Calfee, R., & Calfee, K. H. Reading and mathematics observation system: Description and analysis of time expenditures. In F. McDonald & P. Elias, Beginning teacher evaluation study. Phase II, Final Report. Princeton, N.J.: Educational Testing Service, 1976.
- Campbell, D. T., & Stanley, J. C. Experimental and quasi-experimental designs for research. Chicago: Rand McNally, 1963.
- Clasen, D. The effect of four different instructional strategies on the achievement of gifted seventh grade students. Paper presented at the annual meeting of the American Educational Research Association, Montreal, April, 1983.
- Coker, H., Medley, D. & Soar, R. How valid are expert opinions about effective teaching? Phi Delta Kappan, 1980, 62, 131-134,149.
- Coleman, J., Campbell, E., Hobson, C., McPartland, J., Mood, A., Weinfield, F. & York, R. Equality of educational opportunity. Washington, D.C.: U.S. Office of Health, Education and Welfare, 1966.
- Comber, L., & Keeves, J. Science education in nineteen countries. New York: Halstead Press, 1973.
- Conners, R. D. An analysis of teacher thought processes, beliefs and principles during instruction. Doctoral dissertation, University of Alberta, 1978.
- Cooley, W. & Leinhardt, G. The Instructional Dimensions Study. Educational Evaluation and Policy Analysis, 1980, 2, 7-25.

- Crawford, J. A study of instructional processes in Title I classes: 1981-82. Journal of Research and Evaluation of the Oklahoma City Public Schools, 1983, 13(1).
- Crawford, J. & Gage, N. L. Development of a research-based teacher training program. California Journal of Teacher Education, 1977, 4(2).
- Crawford, J. & Gage, N. An experiment on teacher effectiveness and parent-assisted instruction in the third grade. Volume I: Final Report. Stanford, California: Center for Educational Research at Stanford, 1978.
- Doyle, W. Academic work. Review of Educational Research, 1983, 53, 159-199.
- Dunkin, M. J. & Biddle, B. J. The study of teaching. New York: Holt, Rinehart and Winston, 1974.
- Eggert, W. V. A study of teaching behaviors as they relate to pupil behaviors, achievement and attitudes. Doctoral dissertation, University of Alberta, 1977.
- Emmer, E., Evertson, C. & Anderson, L. Effective classroom management at the beginning of the school year. Elementary School Journal, 1980, 80, 219-231.
- Evertson, C. M., Anderson, C., Anderson, L. M. & Brophy, J. E. Relationships between classroom behaviors and student outcomes in junior high mathematics and English classes. American Educational Research Journal, 1980, 17, 43-60.
- Evertson, C. M., Anderson, L. M. & Brophy, J. E. Texas junior high school study: Final report of process-outcome relationships. Volume I, Research Report No. 4061. Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1978.
- Evertson, C. M. & Brophy, J. E. Process-outcome relationships in the Texas junior high school study: Comparisons of findings for cognitive and affective criteria. Research Report No. 4067. Austin, Texas: Research and Development Center for Teacher Education, University of Texas, 1978.
- Evertson, C. M., Emmer, E. & Brophy, J. E. Predictors of effective teaching in junior high mathematics classrooms. Journal of Research in Mathematics Education, 1980, 11, 167-178.
- Fasano, J. H. Pupil characteristics and teacher-pupil dyadic interaction. Doctoral dissertation, University of Alberta, 1977.

- Fedigan, L. School-based elements related to achievement. Monograph prepared for the Alberta Department of Education, Edmonton, Summer, 1978.
- Fitz-Gibbon, C. & Clark, K. Time variables in classroom research: A study of eight urban secondary school mathematics classes. British Journal of Educational Psychology, 1982, 52, 301-316.
- Gage, N. L. Paradigms for research on teaching. In N. L. Gage (ed.), Handbook of research on teaching. Chicago: Rand McNally, 1963.
- Gage, N. L. When does research on teaching yield implications for practice? Elementary School Journal, 1983, 83, 492-496.
- Glass, G. V. Integrating findings: The meta-analysis of research. In Review of Research in Education. Itasca, Illinois: F. E. Peacock Publishers, 1977.
- Good, T. Teacher effectiveness in the elementary school: What we know about it now. Journal of Teacher Education, 1979, 30, 52-64.
- Good, T. & Grouws, D. The Missouri Mathematics Effectiveness Project: An experimental study in fourth grade classrooms. Journal of Educational Psychology, 1979, 71, 355-362.
- Good, T. & Grouws, D. Experimental research in secondary mathematics (Final Report, National Institute of Education Grant No. NIE-G-79-0103). Columbia: University of Missouri, Center for the Study of Social Behavior, 1981.
- Hamilton, S. The social side of schooling: Ecological studies of classrooms and schools. Elementary School Journal, 1983, 83, 313-334.
- Jones, L. V. & Fiske, D. W. Models for testing the significance of combined results. Psychological Bulletin, 1953, 50, 375-382.
- Karweit, N. & Slavin, R. Time-on-task: Issues of timing, sampling and definition. Journal of Educational Psychology, 1982, 74, 844-851.
- King, L. & Smyth, J. Some promising variables in the study of teacher effectiveness. Monograph prepared for the Alberta Teachers' Association, June, 1978.
- Kyriacou, C. & Newson, G. Teacher effectiveness: A consideration of research problems. Education Review, 1982, 34, 3-12.

- Lambert, N. J. & Hartsough, C. S. APPLE observation variables and their relationship to reading and mathematics achievement. In F. McDonald & P. Elias, Beginning teacher evaluation study. Phase II, Final Report, III(1). Princeton, N.J.: Educational Testing Service, 1976.
- MacKay, A. Observational studies of teaching: A progress report. Paper presented to the annual meeting of the Canadian Educational Research Association, London, Ontario, 1978.
- MacKay, A. Project QUEST: Teaching strategies and pupil achievement. Occasional Paper Series, Research Report #79-1-3. Edmonton, Alberta: Centre for Research in Teaching, Faculty of Education, University of Alberta, 1979.
- MacKay, A. Classroom observation record. Edmonton: Department of Educational Administration, University of Alberta, 1985.
- MacKay, A. Report of the 1985 Classroom Observation Study. Edmonton: Department of Educational Administration, University of Alberta, 1986.
- MacKay, A. & Bentley, L. The Classroom Observation and Interview Study of the Internship Program in the Edmonton Public Schools. Edmonton: Department of Educational Administration, University of Alberta, 1986.
- MacKay, A. & Marland, P. Thought processes of teachers. Paper presented to the annual meeting of the American Educational Research Association, Toronto, 1978.
- Mahen, R. G. Relationship between students' classroom behavior and selected context, process, and product variables. Doctoral dissertation, University of Alberta, 1977.
- Marland, P. W. A study of teachers' interactive thoughts. Doctoral dissertation, University of Alberta, 1977.
- Martin, J. Effects of teacher higher-order questions on student process and product variables in a single-classroom study. Journal of Educational Research, 1979, 72, 183-187.
- McDonald, F. & Elias, P. The effects of teaching performance on pupil learning. In Beginning teacher evaluation study. Phase II, Final Report, I. Princeton, N.J.: Educational Testing Service, 1976.

- Morine-Dershimer, G. Pupil perceptions of teacher praise. Elementary School Journal, 1982, 82, 421-434.
- Muttart, D. A study of teacher-pupil interaction as it relates to different teacher expectations and selected teacher characteristics. Doctoral dissertation, University of Alberta, 1977.
- Ratsoy, E. W. Teaching strategies and their development in the education practicum. Paper presented at the Conference of The Canadian Association for Teacher Education, Montreal, June, 1980.
- Ratsoy, E. W. & Sloan, L. V. Effective teaching as a focus for supervisory activity. Canadian Administrator, 1981, 22, 1-6.
- Redfield, D. & Rousseau, E. A meta-analysis of experimental research on teacher questioning behavior. Review of Educational Research, 1981, 51, 237-245.
- Rohr, G. Results on standardized achievement tests for students in grades 3 and 6: A comparative study of some open-plan schools and traditionally built schools in Malmo. Pedagogiskpsykologiska Problem, 1975, 269.
- Rosenshine, B. Classroom instruction. In N. L. Gage (ed.), The psychology of teaching methods. National Society for the Study of Education, 75th Yearbook. Chicago: University of Chicago Press, 1976.
- Rosenshine, B. Teaching functions in instructional programs. Elementary School Journal, 1983, 83, 335-351.
- Rosenshine, B. & Berliner, D. Academic engaged time. British Journal of Teacher Education, 1978, 4, 3-16.
- Rosenshine, B. & Furst, N. Research on teacher performance criteria. In B. O. Smith (ed.), Research in teacher education. Englewood Cliffs, N.J.: Prentice-Hall, 1971, 37-72.
- Rowley, G. L. The reliability of observational measures. American Educational Research Journal, 1976, 13, 51-59.
- Rowley, G. L. The relationship of reliability in classroom research to the amount of observation: An extension of the Spearman-Brown formula. Journal of Educational Measurement, 1978, 15, 165-180.
- Soar, R. Final report: Follow through classroom process measurement and pupil growth (1970-1971). Gainesville, Florida: Institute for the Development of Human Resources, University of Florida, 1973.

- Soar, R. An integration of findings from four studies of teacher effectiveness. In G. Borich (ed.), The appraisal of teaching: Concepts and processes. Reading, Mass.: Addison-Wesley, 1977.
- Soar, R. Setting variables, teacher behaviors and student outcomes: A reanalysis. Paper presented to the American Educational Research Association, Toronto, 1978.
- Stallings, J. A. Learning to look: A handbook on classroom observation and teaching models. Belmont, California: Wadsworth, 1977.
- Stallings, J. A. The development of the contextual observational system. Paper presented to the American Educational Research Association, Toronto, 1978.
- Stallings, J. Allocated academic learning time revisited, or beyond time on task. Educational Researcher, 1980, 8(11), 11-16.
- Stallings, J. A. & Hentzell, S. W. Effective teaching and learning in urban schools. Paper prepared for the National Conference on Urban Education, St. Louis, Missouri, 1978.
- Stallings, J. & Kaskowitz, D. Follow through classroom observation evaluation, 1972-1973. Menlo Park, California: Stanford Research Institute, 1974. Office of Education Contract OEC-0-8522480-4633(100).
- Stayrook, N. & Crawford, J. An experiment on teacher effectiveness and parent-assisted instruction in the third grade: The observational data. Paper presented to the annual meeting of the American Educational Research Association, 1978.
- Tobin, K. & Capie, W. Relationships between classroom process variables and middle-school science achievement. Journal of Educational Psychology, 1982, 74, 441-454.
- Travers, R. M. W. (ed.). Second handbook of research on teaching. Chicago: Rand McNally, 1973.
- Webb, N. A process-outcome analysis of learning in group and individual settings. Educational Psychologist, 1980, 15, 69-83.
- Wittrock, M. C. (ed.). Handbook of Research on Teaching. 3rd ed. New York: Macmillan, 1986.
- Wright, R. J. The affective and cognitive consequences of an open education elementary school. American Educational Research Journal, 1975, 12, 449-468.

APPENDIX

TEACHING STRATEGIES INCLUDED IN THE CLASSROOM
OBSERVATION RECORD

Teaching Strategies Included in the
Classroom Observation Record

The following five-point scale and three lines for observer comments were provided for each of the strategies in the Classroom Observation Record.

5	4	3	2	1	N/O
Superior	Above Average	Average	Below Average	Unacceptable	Not Observed

1. The teacher used a system of rules that allowed students to attend to their personal and procedural needs without having to check with their teacher.
2. The teacher was aware of what was happening throughout the classroom even though involved with an individual or small group. This awareness enabled the teacher to spot potentially disruptive behavior and act upon it before it became unmanageable.
3. The teacher prevented misbehaviors from continuing before they increased in severity or spread to and affected other students.
4. The teacher directed disciplinary action accurately--that is, at the student who was the primary cause of the disruption.
5. The teacher handled disruptive situations in a low-key manner. Disruptive or off-task students were corrected by non-verbal behavior such as eye contact.
6. The teacher did not begin speaking to the group until all students were paying attention.
7. The teacher was able to attend to more than one issue at a time.
8. The teacher was able to obtain compliance by students.
9. The teacher moved around the room, monitoring student work and communicated to the students an awareness of their behavior, while also attending to their academic needs.
10. The teacher planned classroom activities on a regular basis.

11. The teacher explained to the class the purpose of the lesson.
12. The teacher organized and managed the class so as to optimize academic learning time.
13. The teacher used a standard signal to get the students' attention when beginning a class or moving from one grouping arrangement to another.
14. The teacher used a variety of instructional techniques--adapting instruction in an attempt to meet the learning needs of the individual student.
15. The teacher facilitated the smooth flow of the lesson.
16. The teacher maintained the pace of the lesson.
17. The teacher kept to a minimum such activities as giving directions and organizing the class for instruction.
18. The teacher communicated at the student's level of comprehension.
19. The teacher presented information to students in a clear, well-organized manner.
20. The teacher made an appropriate selection of students to answer questions.
21. The teacher used rephrasing, giving clues, or asking a new question to elicit an answer from students who had difficulty with a question.
22. The teacher used an appropriate level of low and high order questions.
23. The teacher used praise to reward outstanding work as well as to encourage students who were not always able to do outstanding work.
24. The teacher used mild criticism, on occasion, to communicate expectations to more able students.
25. The teacher provided evidence of caring, accepting, and valuing the students.
26. The teacher responded accurately to both obvious and less obvious meanings, feelings, and experiences of the students.

